

THE COMMUNITY ROOM IN  
THE PLATOON SCHOOL

III

ELIZABETH M. HUFF

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Community room in  
the platoon school

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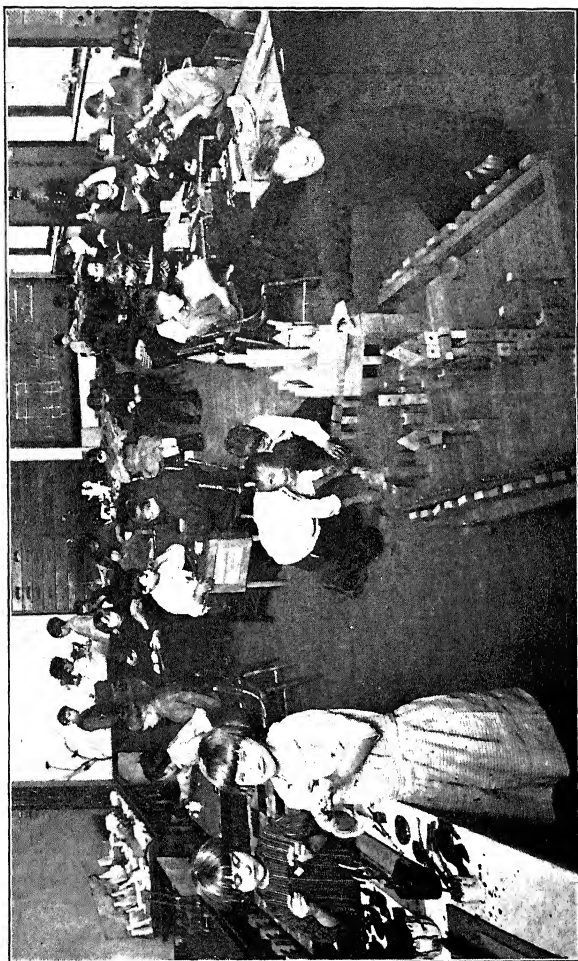
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A COMMUNITY ROOM

# The Community Room in the Platoon School

By

ELIZABETH M. HUFF

*Practice Teacher, Pittsburgh, Pa.*

ILLUSTRATED



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*To the many little children  
who are so curious about the  
world in which they live,  
this book is dedicated.*



## CONTENTS

### PART I

Chapter	Page
Foreword .....	IX
I The Community Room and Social Skills.....	15
II The Development of Character in this Room....	20
III The Community Room in the Platoon School....	25
IV Integration of Primary Instruction.....	29
V Preliminary Exercises .....	32
VI Outline of Community Room Work.....	44
VII General Methods in Reading and English.....	69

### PART II

VIII Organization of Work.....	77
IX September Outline .....	86
X October Outline .....	100
XI November Outline .....	110
XII December Outline .....	121
XIII January Outline .....	133
XIV February Outline .....	148
XV March Outline .....	151
XVI April Outline .....	163
XVII May Outline .....	188
XVIII June Outline .....	200
XIX Suggestions for Farm Project .....	212





## ILLUSTRATIONS

A Community Room	Frontispiece
A Built-up Project of the Community, .....	68
Greenfield School Community Activities, 1-2-3 Grades	76
First Grade .....	96
Sewing .....	100
Utilizing Leftovers ..	100
Third Grade .....	120
A Village of Houses .....	132
The Dresses and the Apron ..	148
The Visit of George Washington and Robert Morris	150
Preparing Quilt Patches .....	162
The Flower Box .....	176
First Grade .....	188
Second Grade .....	188
Third Grade .....	190
Teaching the Purpose of Memorial Day .....	196
The Trellis .....	200
Teaching the Source of Milk .....	218



## FOREWORD

The Primary Grades introduce the beginning pupils to social groups of their peers and initiate them into the state controlled community.

The knowledge and skills which are essential to the pupils' further schooling and to their favorable contacts with Society are presented in these first school years.

This knowledge and these skills are not evidenced by the Three R's alone. It is of great usefulness that the fundamental skills be taught which make habitual the pupils' peaceful association with their fellows.

Teaching is most effective when the natural interests of children are captured and when opportunities for their direction are in a social situation of such nature that the results of good conduct are obviously desirable to the child.

It is likewise desirable that the circumstances of instruction should be of such character that these primary children may enjoy physical activity, that restraints should be minimized, and that the rewards for their successes should be acceptable to them.

A certain amount of formal instruction is necessary in writing, reading, and number work. Prolonged formal work, at desks, in an unvarying situation induces an early fatigue in young children. This fatigue is an effective block to learning. Were the same dulled children to be transferred to different surroundings with opportunities for physical activity, they would be revived and their interests would be revived—to make possible further effective learning by them.

Primary children are interested in having something of their own, in seeing real objects, in handling materials. It is very difficult for them to interpret correctly an un-

known thing through word symbols. A picture helps, but the real object is better. A completed object with the name attached, makes possible the use of the sensations of sight and sound to fix the image and name. To *construct* part by part, to touch and to handle the various parts of an object calls to the pupil's aid his senses of sight, touch, and the kinesthetic senses.

Working under conditions whereby ownership of tools must be shared affords an opportunity for the pupils to learn to control themselves, and to learn the interdependence of the members of their group.

Primary handwork alone has many of the advantages of instruction which have been noted. As yet, however, there has been no organization of work presented in usable form to teachers beginning such work which stresses and exemplifies the development of the Social values as well as the contributions to the formal subject matter of work of this nature.

Because their school grouping is the Primary Pupil's first Community under state control, and because the work, as herein organized, teaches how the great Social Community is organized, this work has been designated that of the Community Room.

All persons interested in the education of children may find many points of interest on the following pages. Particularly will beginning teachers find this organization of work helpful—not as a rigid program but as a recital of the result of many years' experience—to be altered as the needs of the community may require.

As pioneer work, it is to be assumed that the organization of materials so complex will not be perfect. Certainly the work in the Community Room is not stereotyped, but, as with all teaching, it is necessary to have a plan before teaching is most effectual.

This book presents plans used in Community Room work. It seeks to show how all the senses may be used to build the original percepts in the mind of the child: how children may be habitually exercised in social activity, and how this work adds to the effectiveness of formal classroom instruction.

The Community Room is, by analogy, a laboratory for experimentation with the tools of learning and with the experiences of Society.

It is hoped the following work will be helpful to those whose privilege it is to initiate the Pupil into the School Community.

The materials of this book may be found of use in the training of teachers for kindergarten and Primary grade work especially, for use in Reading circles, and Parent-Teacher Association meetings, and for use by Kindergarten and Primary teachers at work.



## PART I





# THE COMMUNITY ROOM IN THE PLATOON SCHOOL

## CHAPTER I

### *The Community Room and Social Skills*

The organized curriculum is designed to help the pupils learn how to use the tools of living. It contributes the skills which are essential to the citizen to secure for himself the vocational and avocational occupations through which he may support himself and contribute to the welfare of Society.

The Primary Pupil in the Community Room is placed in a controlled environment wherein the problems of Social Intercourse exist in real terms to him. In the use of materials, in working with other children, in possessing a task to do, and finally, in possessing the completed object on which he has worked and for which he has contributed part of the material as well as his labor, the pupil is given social experiences of a kind he will have throughout his life.

The pupils entering school for the first time come from a variety of homes. Some of them are well trained to respect the rights of others. These pupils will not be inclined to break the tools or materials of other pupils or to steal them. They are not likely to hit, or bite, or otherwise abuse other children. Neither are they inclined to fret and cry and sulk.

But there are pupils who enter school who perform all

sorts of anti-social acts. There are those who fret and cry, steal and break, hit and bite, and all the variations of these acts.

In the Community Room where there is relative freedom of movement, physical activity in work, different pupils working together—the opportunities for faulty Social Habits to assert themselves is decidedly greater than in the formal classroom. The social contacts here made possible make possible as well opportunities to control the wayward pupils and to educate them into habits which are more beneficial.

Since the work in the Community Room is closely related to the play of the children before they enter school and in which they engage in after-school hours, the transition from play to school work of this nature is less abrupt and is more readily made by the children.

In 'out of school' play children are accustomed to be controlled by other children. Even though this control is frequently severe, it is usually respected. The organization of the work in the community room makes it possible to assign 'foremen' and leaders to have charge of certain phases of the work. (This has proved to be practical in the lowest grade.)

Both leader and follower are under the control of the teacher and both will profit by her control. The rewards of work in the Community Room are obviously desirable to the children and in a short time all those actions which interfere with successful labor become undesirable.

Young children think of what they see and do in terms of themselves. This attitude is not properly termed Selfishness—as adults conceive the term—for it is simply the Pupil's only concern in life to satisfy his own interests. When these 'selfish' desires are brought into conflict day after day and result in disputes, the teacher is able to find

many *actual* issues through the use of which the pupils may be led to a more social view of life.

The multitude of inexact impressions the young children have received, the many words learned inexactly, coupled with the desire to appear in a favorable light, lead them to tell all sorts of false stories. Sometimes these stories are told to escape a penalty for the commission of some forbidden act. This is a different situation from the first. Whatever the nature of the falsehood, the opportunity for securing the facts of the case are much greater when the false statement has interfered with the worker at his task. The terrible anathema of 'Tattle tale' is not affixed to the pupil who has a real grievance—one that is able to be understood by his fellows. When the ownership of a treasured article is cast into dispute by the false claims of one desiring it, it is not difficult to teach from this issue the necessity for *all* the group to resent the falsehood for the preservation of their own property in a similar situation.

The petulant child who sulks, and lags, and works in jerks is soon outdistanced by his more industrious fellow. He suffers from his own lack of industry and, with help, is more likely to overcome his habit of failing industry than when the results of his work are not in themselves obviously desirable to him.

As the class enters the room and is ready for work, it is not difficult to make clear to the pupils that the orderly arrangement of the materials of work contributes to their success. As tools need to be exchanged or different materials are needed, the arrangement of materials and work is further impressd upon the pupils as a necessary and desirable provision for their own satisfaction.

When John has a hammer and Jack wants it, John is prone to insist that Jack wait till he has finished. This insistence may be accompanied by howls and kicks—but

the issue is apparent to all the pupils. The analysis of the difficulty by the pupils and teacher is another opportunity for fixing the social skills which relate to property ownership. When the articles on which the pupils have been working carry their names, or the names of the group working on it, that article assumes a special value in the eyes of the child. It serves to identify it as *his*. To write his name upon it and to be able to express his rights to it offer a strongly motivated opportunity for the use of English.

The accumulation of finished articles is not a matter of magic, not something that is done by the elves and gnomes of the fairy books. Long exposure to the materials for working and long practice in constructing definite objects fix in the young child the habit of applying himself to the task to be done. Since these tasks are desired to be what he desires to do to build up the story of the development of communities, the pupil searches his mind for his knowledge of the world, becomes inquisitive about the world, and this healthy social interest becomes the power to use to enlarge his vision.

The pupil becomes a healthy, social person by being exposed to problems of social life under the control of his teacher. The young child needs to be trained in socially desirable habits. This training is most useful when it is part of an enjoyable activity where rewards are obvious and penalties are the result of his own understandable actions.

In offering the opportunity for the selection of tasks which the pupil finds to be delightful, and in enlarging his vision of the world through the making of real objects which are useful in the world, the Community Room serves to habituate the young workman in the very activities in which he will engage as a citizen. The skills he develops may be of use in later vocations or avocations; certainly

they may be used as clues to his abilities, but the habits of application, respect for the rights of others, which he learns in the Community Room so readily will serve him in his future life, as well as in his life in School.

## CHAPTER II

### *The Development of Character in the Community Room*

The development of character is the chief interest of Society in the Education of its children. We have no single course in the schools for character training. All school Education may and should contribute to the construction of a personality which respects the moral code of the State.

Regardless of what particular religious background a child has had, there are few who will deny that the qualities of self reliance and mutual helpfulness are desirable qualities.

We interpret these qualities in terms of the interests of the *whole* social group as opposed to the interests of smaller groups which may oppose the interests of society at large. The self reliant and helpful gangster is not a commendable citizen, regardless of how well developed these qualities in him are. The whole of Society needs to be considered to be the Group to which loyalty is offered. It is in terms of the whole of Society that helpfulness needs to be offered. The actions performed by the individual need to be measured by the mores of the whole of Society; otherwise these virtues may be the tools which make and keep the citizen in an unsocial life.

The time most favorable to the child to receive his vision of mankind as a whole is as early in life as he is able to receive it. The school can not begin its work until a given age—six, seven, or eight. At his entrance into school the pictures of mankind as a human family should be given and the story maintained throughout the entire school life.

In the Community Room the story is developed of man's

search for Food, Clothing, and Shelter. Eager eyes follow the teacher as she tells the stories of the early dwellers on Earth: of the Cave Men, the Tree Dwellers; the Nomadic Life, the Pastoral Life, the Agricultural Life. Eager ears listen to the stories of the Eskimo, the Indian, the African; the stories of life in the Tropics and life in the other zones.

As each story is told, eager hands fashion the forms of dress, the style of shelter, and pattern the kinds of food the people used in these different circumstances of living. Eager minds and active bodies work to construct a picture of the home life of the Indian, of the Eskimo, of the early settler, the Pilgrims, and other particular groups of people.

The holidays give special opportunity to construct proper surroundings for the persons in whose honor the day is set apart.

Yet, with the caution that too much should not be attempted, the children are doing more than "making things." They are making things in relation to facts of life, building the materials and constructing the story of mankind.

As the pupil reads his instructions to make a given article, as he measures his materials and cuts, or weaves, or pastes, or fits his articles into a meaningful object—it is not alone the object which is meaningful but the object is meaningful in terms of human experience, the story which he hears and reconstructs. This story becomes the framework of his social vision.

### *Self Reliance*

The prime essential of Self Reliance is consciousness of the ability to succeed. The best guarantee of the attribute of self reliance is habitual success.

It is not given to each child, in like quality, to succeed in competition with his fellows. But each child can do

something successfully if he can be admitted to any public school.

The path along which a child passes to his own accomplishment is marked by what ability he possesses. If he is constantly measured in terms of the ability of those gifted more liberally than he, he will lose heart, and the invigoration of praise will be denied him.

When he has his own task within his power to do, and he does it, then *he is successful*, and in the Community Room the evidence of his success is before him. He knows that he has succeeded: he is conscious of success. He has done an act that has been done before in the developing history of mankind. He becomes conscious of his relationship to that great group.

With one success established, the second effort is undertaken more readily. As successes multiply, the desire to work, to exercise his known ability, becomes habitual; and the groundwork is laid for the Self Reliant man.

What the pupil does well has its place in the developing major project, herein called "From Farm to City." The object well made has a place in the development in this central theme. It is placed with objects made by other pupils in this single picture. Each separate pupil is contributing to the work of the whole.

This process is not completed with one contribution or for a period of a day or month, but is continued for all the primary years. As a class leaves its primary group it takes with it the work it has done: pieces are taken home on special occasions—birthdays, Christmas, at the end of school. There is always a place to be found or made for work well done: special displays, exhibits, special projects, aid to other classes in school in costume making, border making, and the like.



The self reliant pupil *likes* to exercise his skill. He sees himself as a worker in the world. He respects his own handiwork and protects it from abuse and theft. He enjoys helping other pupils do what he is skillful in doing. His successes and his services lead him to that condition termed Self Respect—without which Self Reliance may become an attribute of a braggart.

The Community Room teaches the story of the development of the Great Community of Mankind. It gives the Vision of the world of working men. It constructs the community in which the child lives *in relation to* the community of the world. The work of this room gives profitable exercise of the great muscles of the body and contributes to the skill of the pupil in using his body in gainful occupations. Vocabularies are built; senses are quickened to observe; interest in the formal teaching of the school is intensified because the child is here given an opportunity *to use* the formal learning in his tasks in constructing, for his own eyes to see, the development of the Society of which he becomes certain he is a part.

In the busy, social atmosphere of the Community Room the laggard is prodded by his more energetic fellows and soon succumbs to the contagion of their success. He in turn learns to do and to help others. He learns to desire that his own rights be protected and to respect the rights of others.

The prolonged exposure to the Vision of the Great Society, the prolonged opportunity to succeed in working with concrete materials, the constant integration of all of his school learning in constructing his picture of Society, equip him—as he is able to learn—to become a dependable citizen, able to serve his own needs and to respect the service of others.

## 24    *The Community Room in the Platoon School*

By this process we contend the Community Room contributes unmistakably to the development of the pupil's character.

## CHAPTER III

### *The Community Room in the Platoon School*

The work of the Primary Grades is designed to equip pupils with the knowledge and skills which are essential to them to enable them to obtain experiences from their school and community. These experiences are the foundation of their socially controlled learning, and, as such, they are a crucial element in the education of the pupil. Too much attention cannot be paid to the proper selection of materials and methods for this period of school instruction.

The materials which the pupils need to learn certainly include a knowledge of words and numbers. They include, with equal need, skills of social behavior. Knowledge of words and numbers and their manipulation is unquestionably desirable, yet, too frequently there has been neglected the teaching of the use of this knowledge in activities which have immediate value to the Primary Child.

In many instances information is offered in the Primary Grades in a manner to be represented by parallel lines—*English* to read books; *numbers* to solve problems; *writing* to make ovals and form letters; *hand work* to make articles of industrial and commercial values.

Motives for catching and sustaining interest are frequently merely the desires of the pupils for the approval of the teacher and the approval of the parent for the *marks* given by the teacher.

It is easy to find the Primary pupil stopping at the end of his fifteen minutes of English and 'taking up' his Writing for fifteen minutes as he might take up an apple or an orange. Whatever value is to be found in these different class subjects, apart from the subjects themselves, fre-

quently seems to be a problem for the pupil to solve for himself.

It seems evident that the Primary pupil is too inexperienced to make social adaptations of the different courses. Unrelated subjects tend to become *so many things to do*. The pupil who is captivated by the teacher and who seeks to win her approval is favored to acquire skill in work. In a very real sense he is working for the teacher and has no idea why he learns *this* or *that*. This process continued permits great numbers of pupils to 'go through' High School and College still studying *things*.

The instruction of the Primary pupil needs to be specific, factual, repetitive, and objective. Word symbols and number symbols need actual demonstrations in order to *fix* their meaning in the mind of the Primary pupil.

Pictures have been helpful in fixing the meanings of word symbols. The real *object* is more helpful. It is possible to demonstrate the real usefulness of English and Arithmetic, and other Primary subject matter, to the Primary pupil. The child can be taught and needs to be taught, what all this school work is about.

Teaching situations need to be created wherein the pupil is engaged in some work *valuable to him* to which the school-taught material offers real help to accomplish a desired work.

The pupil sees bridges, wagons, cars, clothes, hats, shoes, dresses, coats, houses, furniture, food stuffs, etc.,—myriads of objects which are the elements of the activities of life, of man's search for Food, Clothing, Shelter, and his means of Communicating with his fellow men. It is about these things the school seeks to give information. It is about these things his Language, History, Literature, Science, Art, etc., are constructed.

The Primary pupil will not make this analysis for him-

self. For us to make it for him, verbally, is less effective than to have him work with real problems of life.

It is obviously impractical to bring rivers and bridges and buildings into the schools, yet it is practical to bring *models* of the Community into the school room, just as it is practical for the architect to model his proposed structure in his work shop.

The attempt to model communities within the school has been made in many schools under different names. The result desired is to objectify the Work of the World to the pupil. Other class work may be stimulated by the real use to which it is put in helping the pupil in his construction work.

It seems practical to call a room such as this a Community Room. In this study it is so named since it proposes to teach what their Community is by the process of having the pupils construct a Community so that it appears before their eyes as a tangible entity.

In the construction, the bounds of the small community may be enlarged to include the world and to portray the story of the growth of Community Life.

The manual dexterity, promoted by working with different materials, which the pupils acquire is of much value in itself. The application of the skills and knowledge acquired in the various subjects of the curriculum furnishes a multitude of associations which help to fix these subjects more firmly.

The immediate need for a knowledge of Arithmetic and English and Art and other curricular subjects is very evident when the pupil is dependent on his skill in these subjects to build a home, to furnish a house, to feed and clothe the members of a household, or, even himself.

The Community Room serves as a laboratory for social experiences of persons at work, sharing labor and responsi-

bility for the completion of tasks, the reasons for which are more readily evident than the reasons for tasks which begin and end with the manipulation of symbols.

The following Community Room Course Outline illustrates the work of this room. The influence of the central theme in constructing a Community is apparent in the "From Farm to City" project. Various illustrations are given which relate how Communities differ in other times and in other places.

As a teaching opportunity to develop clear conceptions of Community Life and to integrate and improve the effect of teaching in other Primary Departments, the Community Room merits the consideration of all persons interested in Public School work.

As an aid to determine skills of pupils to be used as bases for motivating present work and as clues for Vocational Activity this room is an early and effective instrument.

## CHAPTER IV

### *Integration of Primary Instruction*

Teaching English as a subject, and Arithmetic as a subject, and Art as another subject has been done with varying degrees of success. It is a truism, however, that this teaching would be more fruitful were situations to be provided wherein English, Arithmetic, and Art (for example) were to have their usefulness shown *to the pupils* to help them achieve a desirable success.

The work in the Community Room, or Primary Hand-work, makes possible the use of the different subject matter of the Primary Courses of study. Reading instructions, arithmetical measurement of materials, artistic finishing of models, writing names of ownership and descriptions, offer practice in the formal subjects and serve as possible motivating factors in the Academic class rooms.

Giving evidence of the usefulness of Arithmetic and English, and the other formal subjects, is not the only value the Community Room offers to the primary children, great as that value is.

The experiences of ownership of property, of personal responsibility for achievement, of working with others to develop a common, desirable end, give opportunities for social control to be brought into the class room and to become part of the daily experience of the pupils.

The creation of a box, built by the pupil himself, gives a more definite concept of "b-o-x" than a picture of a box shown beside the letters. Working with separate pieces of wood, and fashioning them to produce a box which will actually hold materials, makes possible a more valuable knowledge of what a box is than a verbal or writ-

ten description of the box's value. The amount of time consumed in which the pupil is confronted with the object—box—is much greater. Were the same amount of time to be used in *explaining* what a box is, fatigue would tend to curtail the pupil's interest. Fatigue is dissipated by the process of construction. The box constructed, the pupil has a *real thing* before his eyes—something he can handle and use. This real object is evidence of an actual accomplishment to the child. He, himself, is aware of his success, work and knowledge. This *consciousness of success* is an essential factor to the learning process. The pupil is not dependent upon a teacher's statement that he knows—he knows that he knows and the evidence is the creation of his own hands.

Visualizing the source, use, and development of Food, Clothing, Shelter, and Communication, makes possible the recapitulation of the story of Mankind's development. Selected projects, the materials of which are to be constructed, define the particular subject matter to be presented.

The Community Room makes use of *all the senses* in its teaching processes; it prolongs the exposure of the pupil to the objects and symbols to be taught without fatigue; it motivates all formal primary instruction by demonstrating the usefulness of the formal material of other class rooms, it provides real social situations of work and leisure under school control. It serves not only to improve the learning of subject matter of other class rooms of the school, but also serves to give real experiences in social control.

In constructing the elements of communities the pupil is given the opportunity to have *prolonged* exposure in the fixation of percepts *without fatigue*, which insures a clear definition of those percepts. The percepts which are



taught are associated with a central theme which is continuous through three years of work. The continuous repetitive association afforded by this Project fixes more certainly the material which is taught. The multiple senses used in defining the percepts contribute to the permanency of the Associations made. As a consequence the pupil will not only learn the material presented more exactly but he will also be able to recall the material more readily than when taught by other methods.

The more frequent successes the pupil achieves because of his developing skill gives him rewards which are desirable to him, and the satisfaction he receives through these successes maintains and increases his desire to work.

Since the formal subjects are used and are necessary to the successful completion of the tasks in Community Room work, the pupil's interest and effort in the formal class room are stimulated.

## CHAPTER V

### *Preliminary Exercises*

Preliminary Exercises designed to Acquaint the Pupil with the tools and materials he will use, and to provide practice in using them: to lay the foundation for later construction work: to give training in habits essential to working together.

#### OUTLINE OF COMMUNITY ROOM WORK

##### SEPTEMBER-FEBRUARY

### *Beginning of Semester*

#### 1 B.

Children trained to act without confusion in: entering the room, handling the chairs and materials; in speaking quietly, in seating themselves and moving about the room; in securing their work and working to regard the efforts of the other children, and in returning their materials to the proper place at the end of the period.

Lead the pupils to: sort blocks as they take them out of the box, count blocks, form a line with the blocks, form two lines, build blocks in pairs.

Incidentally teaching: addition, multiplication, subtraction, and division.

Interest means greater mental activity, and the possible *voluntary* repetition of the action.

The acquisition of knowledge and the training of the power of concentration are both conditioned by the interest of the pupil.

The question, "How to Secure a Continued Interest" is therefore of vital importance.

What are the conditions underlying this attitude?

What is interesting to the child?

We are interested in what the child can do easily and well.

The pupil's interest depends upon his power to succeed at his task.

The progression of the exercises should be such as to manifest to the pupil his constantly growing power.

There should be continuous victories over work within his power, but not surpassing it.

### *STEPS IN CUBICAL BLOCK WORK*

#### *Step I*

Children go to containers to get blocks.

This step is accompanied by noise and confusion. The children are taught to pass quietly from their seats, go to the blocks, take 1 block in one hand and 1 block in the other hand and pass quietly to their seats.

A few children do this at one time. The other children observe.

Orderliness and quiet are gained through repetition.

When the children who have the blocks are seated at the table the teacher approaches them with 1 block in one hand and 1 block in the other hand.

TEACHER: What do I have in my hand?

CHILDREN: You have 1 block in your hand.

TEACHER: What do I have in this hand?

CHILDREN: You have 1 block in that hand.

TEACHER: How many blocks have I?

CHILDREN: You have two blocks.

## 34     *The Community Room in the Platoon School*

Children from the next table are sent to the containers to get 1 block in one hand and 1 block in the other hand.

The remaining children are sent to get 1 block in one hand and 1 block in the other hand.

When they return to their seats:

TEACHER: Count your blocks.

CHILDREN: 1 block and 1 block are 2 blocks.

NOTE: This exercise will require 1 period.

During the next period the exercise will be repeated with one of the children going to the blocks, taking 1 block and 1 block, coming before the class, as the teacher had previously done.

Then children may be chosen individually, or in pairs, or in groups, to repeat the action.

Careful, slow work is done in these preliminary steps.

The power to observe and to concentrate is awakened in the child.

### *Step II*

The next step will be to take 2 blocks in 1 hand and 2 blocks in the other hand. The children learn 2 blocks and 2 blocks are 4 blocks.

Also count the blocks: as 1-2-3-4 blocks.

Observation and concentration strengthened.

### *Step III*

Review Steps 1 and 2.

While children are counting 1-2-3-4 as in the last part of Step 2, have them lay the blocks in a *straight line*.

The teacher makes a straight line of blocks on the board, while children observe.

When teacher has finished the *straight line* on the board, the children will make a *straight line* of blocks on the tables.

### Step IV

Review Steps 1, 2, and 3.

Children take 3 blocks in each hand.

Lay blocks on table.

When all have blocks:

TEACHER: We will lay our blocks in a *straight line*.  
We will count our blocks: 1-2-3-4-5-6.

TEACHER: How many blocks have you, Annie?

CHILD: I have 6 blocks.

TEACHER: How many blocks have you, Mary?

CHILD: I have 6 blocks.

TEACHER: Let us take 1-2-3-blocks and put over here (designate a place). (Children do this).

TEACHER: Take the other 1-2-3 blocks and put over here. (Children do this).

TEACHER: (Pointing to first pile). This is 1 times 3.

TEACHER: How many are 1 times 3 blocks.

CHILDREN: Three blocks.

TEACHER: (Pointing to first and second piles). Now we have 2 times 3 blocks.

TEACHER: How many are 2 times 3 blocks?

CHILDREN: Six blocks.

### 36     *The Community Room in the Platoon School*

Teacher writes (in words) on the board "2 times 3 blocks are 6 blocks. 1 times 3 blocks are 3 blocks."

NOTE: In teaching the expression "straight line" the correlation between this work and Reading and Arithmetic is obvious.

#### *Step V*

Review:

1. Counting.
2. Addition.
3. Multiplication.

Have children write their answers.

By arranging the blocks in a simple *unit pattern* the teacher *suggests* "something" which the pupils will try to make.

In each of the foregoing processes we have the development of:

1. Observation.
2. Memory.
3. Concentration.
4. Muscular control.

#### *Step VI*

Without reviewing the previous steps:

TEACHER: You have counted 1-2-3 blocks for 1 pile.

Children at *this* table do that for me now and add one more to the number of blocks. (Teacher moves to another table.)

Children at *this* table get three blocks—and so on until all have them. Begin with children at first table called and ask them:

"How many blocks did you bring?"

CHILDREN: "We brought four blocks."

TEACHER: Bring four more blocks.

Repeat until all have two piles of 4 blocks each.

Get attention of all and have children learn—4 blocks and 4 blocks are 8 blocks and have them write that in words. (To those not able to write teacher expresses hope they will soon learn. Require effort to write from all.) This exemplifies correlation of Writing and Arithmetic. Children learn the correct use of the words *bring* and *brought*. This is correlation of language with the activity.

### Step VII

Review Step 6.

TEACHER: Let us take 5 blocks this time. Then, 5 more.

TEACHER: Place them in 2 piles—each pile containing 5 blocks.

TEACHER: Place your blocks in 2 rows—5 blocks in each row.

TEACHER: How many have we this time?

CHILDREN: We have 10 blocks.

TEACHER: Let us give the answer the way we did before.

CHILDREN: a. 5 blocks and 5 blocks are 10 blocks.  
b. 2 times 5 blocks are 10 blocks.

### Step VIII

Without Review.

TEACHER: Each of these children (designate which children) bring 6 blocks to the table.

TEACHER: Each child at *this* table bring 6 blocks.

TEACHER: Each child who did not get blocks come to these tables where the blocks are.

TEACHER: The children who are now sitting rise and move 4 steps away from the chairs on which you were sitting.

TEACHER: The children who did not carry blocks to the tables will now be seated at the tables where the blocks are.

Children standing will be observing the others.

TEACHER dictates, by writing on the board, what each one is to do:

1—place 6 blocks in a row.

2—make a *second* row under the *first* row.

TEACHER: How many blocks are there now?

CHILDREN: There are 12 blocks.

TEACHER: What other way will we say we have 12 blocks?

CHILDREN: 2 times 6 blocks are 12 blocks.

We have introduced:

1. Dictation to pupils through the medium of writing.
2. Time saving device resorted to.
3. Co-operation.

### *Step IX*

Repeat the work of Step 8, by using the numbers 7 and 8.

- a. One group of children bringing 7 blocks; the other group counting, etc.
- b. Reverse the groups: the second group bringing 8 blocks and the first group counting, etc.

We have interest in dictation, time-saving, and co-operation strengthened.



*Step X*

Review Steps 8 and 9.

Have children bring 9 blocks and repeat former processes of obtaining the results.

a. 9 blocks and 9 blocks are 18 blocks.

b. 2 times 9 blocks are 18 blocks.

The fixing of habits is strengthened.

*Step XI*

Use the numbers 10 and 11, following the same processes as before. Numerical expression is gained.

*Step XII*

Use the number 12, following the former processes and fixing habits of numerical expression.

*Step XIII*

Changing written words to signs:

$1+1=2$	$2 \times 1=2$
$2+1=3$	$2 \times 2=4$
$3+1=4$	$2 \times 3=6$
$4+1=5$	$2 \times 4=8$
$5+1=6$	$2 \times 5=10$
$6+1=7$	$2 \times 6=12$
$7+1=8$	$2 \times 7=14$
$8+1=9$	$2 \times 8=16$
$9+1=10$	$2 \times 9=18$
$10+1=11$	$2 \times 10=20$
$11+1=12$	$2 \times 11=22$
$12+1=13$	$2 \times 12=24$

*Step XIV*

Introducing Arithmetical Games.

1. Ball Game.
2. Racing of 2's.

Have a row of numbers under 13 on the board. A certain number of children called 2's stand in a row facing the numbers on the board.

Each child points to the number he will use.

At a given signal all go forward quickly and place the 2 under the number selected by the child, draw a line and place the *sum* under the line.

- a. From this we get writing numbers.
- b. Placing addend in the proper place.

*Step XV*

Repeat the process of placing the numbers, under 13, in a row; select children to be known as 2's.

Each child selects the number he wishes to use.

At the signal all go forward and place the 2 as the multiplier under the selected number; draw a line and place the *product* under the line.

From this we get writing numbers; position of the multiplier is learned, and the term *product* is introduced.

*Step XVI*

Select children, place numbers under 13 on the board, in a straight line; at the signal all go forward and place the 2 in the proper place for subtraction, draw a line and place difference below the line, introducing subtraction.

*Step XVII*

Follow the principle of Step 16, using the division arrangement and placing the quotient in the proper place.

From this we get *division*.

*Step XVIII*

Introduce the 3 tables in the same way.

Use Steps 14 and 17 inclusive for teaching these tables the same way as the 2 tables were taught.

In succession, build up 4-5-6-7-8 and 9 tables.

*Other Blocks*

Teach the names and sizes of blocks by sorting and placing them in piles.

Work with the blocks and when finished place them in the proper way in the boxes and place the boxes in the proper place for storing.

A measuring lesson may be given with these blocks to show that no matter what size the block is the same names will be given to the same shapes.

Teach the top, bottom, sides of the blocks with these activities.

Values of this work:

1. Recognizing shapes by sight.
2. Feeling hard substances called wood.
3. Muscular sense and control strengthened.

Carry this through 2B Grade.

In this grade teach the angles—right—acute.

Commencing with 2A show pictures of Stabuilt block building and Tinker Toys building.

Have pupils copy the picture. Teach that finished article is called a model.

Explain that builders make a model of whatever they intend to build.

Values of this work:

1. To have a perfect building, the drawings must be perfect.
2. To have a perfect building, the model must be perfect.
3. We must try to have our work perfect.

Have the pupils construct models after their own ideas.

With the Tinker Toys are taught the circle and cylinder shapes. Combinations of these two forms make articles useful as Industrial and Commercial products.

The multiple blocks, in developing the child's initiative, are more useful than any of the other blocks because there is nothing to guide in anything that is built. Singly, or in groups, initiative must be depended upon to produce the idea that the child wants to build.

Comparison between the yardstick and ruler is made; their relations to each other are taught. The weight of the blocks is taught by balancing the blocks in the hands.

Values of the work:

1. Handling the blocks quietly.
2. Recognizing size.
3. Developing tactile sense through handling the blocks.
4. Kinesthetic sense training.
5. Distinguishing weights by lifting.
6. Methodical arrangement.

NOTE: From the beginning there is a marked inclination on the part of the pupils to work with the wood. It really amounts to desire, but before taking up this work, a series of lessons in careful planning and measuring and

putting the parts in proper shape and condition for assembling should be given in order to protect the pupil from the habit of carelessness.

The boys especially desire the woodwork, although some girls like it better than sewing.

Both boys and girls like *weaving*.

To satisfy this desire patterns for Home Furniture will be made by the "squared" measurement plan, and different proportions will be dictated from the board, as well as a picture shown of the article to be made. (The pupil draws a sketch of the article he wishes to make). There are times when the "squared" plan will not be used.

## CHAPTER VI

### *Outline of Community Room Work*

#### Preliminary Work With Blocks Introducing Vocabulary

##### *First Grade.*

I. *To teach:* How to arrange blocks in a *straight line*.

II. *Materials:* Blocks—size, shape, color.

##### III. *Method:*

A. Give blocks to children.

B. Tell them to make a straight line of blocks. If "straight line" is unknown, teacher demonstrates.

##### IV. *Correlation with Arithmetic:*

A. Counting **blocks**.

B. Counting number of corners.

C. Counting number of straight edges on blocks.

D. Making units and repeating them.

##### V. *Correlation with Language:*

A. Words used—line, straight, block, edge, corner, place, square, oblong, triangle, color, small, smaller, large, larger, etc., comparisons. Insure the correctness of the pupil's knowledge of the words used.

B. Making sentences. Short story for content. Teacher tells of many things which are like blocks and pupils are led to tell similar stories.

VI. *Life Situations used as Examples:*

Window, door, wall, ceiling, floor, room, tables, chairs, cupboards, clock, pads, paper, furniture, flowers, etc.

VII. *Test to determine Pupil's Knowledge:*

Demonstrate examples of formations of *straight* lines.

A. Pupils stand in *straight* line.

B. Pupils at a certain table sit in a *straight* line, etc.

C. How many lines are here? One line of pupils sit down. How many lines are here now, Etc.

In the *Second Grade* use the same process leading to more difficult problems.

In the *Third Grade* use the same process with more complicated work.

All articles made by spool knitting, kiddie knitters, loom weaving, knotting, sewing, furniture, house building, pattern making, plaiting, may be used to fix the idea of the relations among lines.

The value of this work lies:

1. In the possibility of training the child to think of his work in school in connection with his work after he leaves school.
2. In the daily practice with the solution of problems to strengthen mental development.
3. In the application of hand work in correlation with the studies of the curriculum.
4. In affording immediate rewards for properly performed work.

*Straight Line Construction with Blocks and:*

Straws

Strips of Paper

Spool knitting

Plaiting

Angle

Triangle

Wood Construction

Strips of different colored paper

Achievements:

Pupils learn:

1. That *parts* may be *added* to work which they have already done.
2. That by combining, i.e., putting together the forms which they have already learned, many useful articles can be made, as wagons, carts, wheelbarrows, chairs, tables, benches, boxes, etc.
3. That by adding *different* articles together, *one finished article* is produced.
4. That these articles can be made with cardboard and wood, as well as with paper.
5. That the cardboard cannot be cut as easily as paper.
6. That *scoring* the cardboard is the best way to bend it.
7. That paste or glue will fasten the pieces together.
8. That the cardboard can be fastened together with pins.
9. That this process of fastening the pieces together is leading up to *nailing wood*.
10. That the spools they now use contain twice as many nails as the spools they used in the First Grade.
11. That the articles that they cut and paste and pin together are larger and different from those made in the First Grade.
12. That plaiting will make all their fingers work.
13. That the ruler is used for measurements.
14. That the coping saw is introduced for cutting materials which scissors cannot cut.



15. That the next step in construction is joining (adding) single parts to form larger or different objects.
16. That Arithmetic, Reading, and Writing are needed in construction work.
17. Sources of materials.
18. That they are building a definite vocabulary in Manual work.

### *THIRD GRADE*

#### *I.—Straight Line Construction Work*

(All the materials used in the First Grade; other materials that may be needed).

Other shapes than square and oblong: i.e., the triangle and the circle.

**Achievements:**

**Pupils learn:**

1. The application of different materials in making useful articles.
2. The use of different shapes in the composition of construction.
3. The application of Arithmetic, Reading, and Writing.
4. The use of the ruler for measurements.
5. The use of the coping saw for cutting wood.
6. The use of the cross-cut, and handy saws is learned.
7. The use of the plane (or file) for smoothing rough surfaces; also sand paper.
8. The uses of the different kinds of nails.
9. The source of nails.
10. The value of the work in the industries.

11. The commercial value of the work.

12. The building of a definite vocabulary.

Achievement with paper and different colored papers.

1. Pupils use paper as they use straws.
2. Pupils learn to place straws *up, down, across, over, under*.
3. Pupils are acquiring muscular control.
4. Pupils learn the directions *over, under*.
5. Pupils are acquiring co-ordination of brain and hands.
6. Pupils learn the basic principles of weaving in the industries.
7. Pupils learn color arrangement in weaving.
8. Pupils learn the arithmetic of weaving when they count for the color arrangement.
9. Pupils teach other pupils who are slower to grasp the content of the lessons.
10. The source of every line is a point.  
Points in succession make straight lines; straight lines turned make curved lines; curved lines turned gradually to meet the starting point make the circle.

## II. *Manual Training in the Lower Grades*

### A. *Aim:*

To require exercises arranged so that the movement of the hand and arm will become skillful.

A progression of exercises will be necessary to obtain these habits. Instructions should be given in the form of minute directions, each step being carefully described. Later the pupils can work from a written explanation.

For the educational value of the work, the first few lessons are of the greatest importance. In these, foundations

are laid for a certain working method, a certain procedure in doing the work. If the teacher does not emphasize, during these earlier lessons over and over again, that the pupil's work must be done slowly and carefully so as to get accurate results, the value of the more interesting cutting and pasting exercises later will be seriously impaired.

### *B. Preliminary Lessons for the First Grade.*

1. The uses of the ruler as a measuring instrument, for drawing straight lines, for drawing lines of the same length.
2. The use of scissors, scorer, saws, paste, glue, sandpaper, nails, needles, pins, thread, thimble, yarn, cord, cotton, wool, wood, iron, steel, stone, hammer.
3. The necessity for measuring accurately, for finishing smoothly, for knowing how to read, so as to understand the written directions, for knowing how to count, multiply, divide, add, and subtract.

### *III. The Use of the Straight Line in Construction*

In studying the ruler, the child holds it, learns the name of the article held and of the figures placed upon it.

Practice is necessary to establish the connection between the ruler and arithmetic in the different kinds of work which the pupil will need to do.

In the First Grade the children handle the ruler to learn the figures, to count the spaces between these figures, to train the eye to the size of the spaces, to be able to cut 1-inch lengths, 2-inch lengths, etc., without the aid of the ruler.

1. Teach that the line beside the figure is the line which

points to the place on the paper, where the dot is to be placed. The dot tells the end of the measurement.

2. Pass strips of paper and tools for use in measurement. (NOTE: Tools are ruler and lead pencil.) That the pupil may have knowledge of the materials of which the tools are made and the sources of the materials, the teacher should use a story in the question and answer form in order to give the pupil this knowledge. Repeat the questions as opportunities arise. As the names of the tools and materials and of other objects are taught, the teacher should write these words on flash cards. This plan for introducing the names of the tools that are new to the pupils, and of words that bear directly on manual training work, should be carried through each lesson in each Grade.

The Third Grade can list the words they use in books made for the purpose.

3. Teacher draws an oblong on the board to represent the strip of paper.
4. Teacher asks pupils to lift the rulers, find the 1-inch, or the 2-inch, or any measure line, hold the finger to that line and show it to her.
5. Teach the *end* of the ruler; the *edge* of the ruler.
6. *Teacher*: "Let us lay the end of the ruler, where the 1-inch line is, on the paper, with the edge of the ruler along the edge of the paper."
7. *Teacher*: "Now let us put the point of our pencils on the paper just at the end of the 1-inch line. Push the pencil and make a dot."
8. "Let us lift our rulers and look at the dot."
9. "Let us put our rulers on the paper again, with the edge of the ruler along the edge of the paper and put a dot on the paper at the end of the 2-inch line."
10. "Let us lift our rulers and count our dots.—One—Two.

Place a figure 1 at the first dot—Place a figure 2 at the second dot."

*Teacher:* "Isn't it nice to measure with the ruler? To put dots at the end of the measuring line? To make the figures 1 and 2? How many will learn to make nice 1's and 2's and write nicely in the room where the teacher teaches you how to make them? When you come here to do your work, you can get your work finished sooner when you can write easily."

### *The Tools We Use*

Q. What kind of tools do we use?

A. We use bench knives, hammers, saws, needles, scissors.

Q. Are these made of iron?

A. No, they are made of steel.

Q. Where is steel made?

A. Steel is made in the mills.

Q. Steel is made from iron. Where do we get the iron?

A. We get the iron ore from the ground.

Q. From what are our lead pencils made?

A. The part that writes is called graphite, and the cover is made of wood.

Q. Of what are our rulers made?

A. Our rulers are made of wood.

### *The Cloth We Use*

Some of the cloth that you have been sewing is woven from threads of cotton.

Cotton is grown in the fields in the southern part of our country.

The seeds are planted, and the short tree or bush which grows from it produces the cotton.

(Show the cotton as it looks when it is ready to pick).

This cotton is packed in large bales and sent to a cotton mill where a machine called the cotton gin cleans the seeds out of it.

Then it is combed on a large machine and is twisted into thread. This thread is white. The colored thread that we get is made that color with dyes. A great many people earn their living by working in a cotton mill.

*Teacher:* "Here are some pieces of material which I would like you to look at and tell me if it is cotton."

### *The Nails We Use*

Q. Where are nails made?

A. Nails are made in the mills.

Q. From what material are they made?

A. They are made from iron.

Q. What is iron?

A. Iron is a metal.

Q. Do we get iron in the same way as we get wood?

A. No. Iron is secured from iron ore.

Q. Where do we get iron ore?

A. Iron ore is found in the Earth.

Q. How do we get the iron ore from the earth?

A. Men have to dig for it.

Q. When they have dug and have found it, what is then done?

A. They build walls to keep the earth from falling in on them.

Q. What are these places they build down inside of the earth to work in called?

A. They are called mines.

Q. What would this kind of a mine be called?

A. It would be called an iron ore mine.

Q. When the ore is brought up out of the earth, what is done with it?

A. It is taken to the mills and made into iron.

Q. What is then done with it to make nails?

A. It is pressed by heavy rollers and made flat into strips.

Q. Then what is done with these strips?

A. The strips are put into a cutting machine and the nails are cut out of the strips of iron.

Q. Are all nails of one size?

A. No, they are of different sizes.

Q. What kind of nails do we use in our work?

A. We use small nails.

Q. Will you name some small nails?

A. 1. Brads.

2. Flat head wire nails.

### *Straw*

#### Achievement in Straw Work:

1. Pupils learn to distinguish straw by *seeing* and *feeling*.
2. Pupils learn to place *straws* as well as *blocks* in straight lines of 1's, 2's, 3's, etc.
3. Pupils learn the names: *single* line, *double* line, *long* line, *short* line.
4. Pupils learn the names of directions: *up*, *down*, *beside*, *opposite*, *vertical*, *horizontal*.
5. Pupils learn arrangement for *figure* construction, i.e., square, oblong, triangle.
6. Pupils construct houses, bird houses, designs, other arrangements.

7. Pupils learn basic work of figure construction in the industries.
8. Pupils are acquiring co-ordination of brain and hands.
9. Pupils learn the value of co-operation, and group work in group projects.
10. Pupils learn the concrete application of arithmetic in industrial work.
11. Pupils build a definite vocabulary in Manual work.

### *The Spool*

The spool is brought into use as a medium for muscular development and control.

The building of an article used for making something that will be useful in the home will create an interest in knitting. Pupils of Grade 1 use two nails.

The pupils of Grade 2 can put 2, 3, 4 nails in one end of the spool.

Out of this work they learn the:

1. Joy of helping those who are younger than themselves.
2. Use of the hammer.
3. Use of the brad.
4. Measuring for proper placement of nails.
5. Utilizing the spool after the thread has been used.
6. The process of the beginning of spool-knitting.
7. Pupils learn another use of wood besides block-making.
8. Pupils learn how to hold the spool in the *left hand*, the cord in the *right* hand.
9. Pupils learn *left, right*, in relation to body.



10. Pupils learn to use *all the fingers of both hands* in making *one* article.
11. Pupils are developing muscular control.
12. Pupils are gaining co-ordination of brain with hands and *fingers*.
13. Pupils are becoming conscious of the use of "brains" and "fingers" in making useful articles for their homes.
14. Pupils are learning how to make articles for their homes, thereby economizing in the furnishings.

Articles made from spool-knitting:

1. Mats.
2. Rugs.
3. Dolls' hats.
4. Toy reins.
5. Toy wristbags, etc.

This work can be carried through the first three grades.

1st Grade:

- a. The knitting on the spool.
- b. Making a round mat.

2nd Grade:

- a. Knitting.
- b. Making a square mat.
- c. Making a round or square rug.

3rd Grade:

- a. Making a wrist bag, hat, scarf, sweater, leggins, robe, bonnet, etc.

### *Game*

A row of children stand with backs to the class, and the teacher places a piece of material in the hand of each one. (It should be cotton).

When she has finished, the children turn around, hold up the materials and tell what was put into their hands.

Ex. A piece of cotton cloth.

A doll's dress.

A spool of thread.

A mat made from spool knitting.

A spool of warp.

A ball of carpet rags.

Etc.

Q. What is the name of the machine that weaves the cotton into cloth, rugs, etc?

A. It is called a loom.

Q. Does this machine weave like we weave?

A. Yes, it weaves over 1 under 1.

Over 2 under 2.

Q. Does the machine weave small pieces like we do?

A. The machine weaves very large pieces.

Q. When we wish to make an article of clothing, what is the first thing we think about?

A. We think about the way we would make it.

Q. Then what would you do?

A. We would get a pattern.

Q. Can you make your own patterns?

A. Yes, we can make our own patterns.

Q. How do you make a pattern?

A. We make a pattern by folding paper, measuring it, and cutting it.

### *Making a Pattern*

1. Distribute paper, rulers, pencils, scissors.
2. For Second Grade put directions on the blackboard.
3. For Third Grade, present as follows:
  - a. Draw on the blackboard an oblong or square from which to cut the pattern.

- b. Mark the measurements by using the arrows and lines.
- c. Make the outlines heavy.
- d. Cut along the outlines.
- e. The shape left after cutting out the pattern is a stencil.

(Note: All of this work should be done without talking, either on the part of the pupil or the teacher).

### *Cutting the Cloth*

Q. You will notice that the pattern is for just one-half of the body. What must be done in order to make a garment?

A. The cloth must be doubled.

Q. What do you mean by that?

A. The cloth must be folded so that the part that is to be cut will be twice as large as the pattern.

Cut your cloth.

### *Putting the Cloth Together*

1. Pin the back and front together.

(Note: Do not baste, as this will convey the idea that long stitches will be the proper finish).

2. Sew together, using short stitches.
3. Cut a measure for the hem.
4. Using the measure, turn up the hem and *pin* it ready to sew.
5. Finish the sleeves and the neck, either with a hem or with a bias piece.

For the under garments these same rules are to be applied.

*Weaving Analysis*

1. Begin with a straight line.
2. Note the outline of the rectangular loom.
3. Measure for notches.
4. Cut on measuring line.
5. Thread loom.
6. Threads called *warp*.
7. Weave materials called *woof*.

Teach children rhythm of over one, under one.

Teach maxim: "In all our actions we are weaving deeds into our lives".

Activity: Make weaver bird. Color black, put fluff of yellow around throat.

8. *Step I*

Strips of salvaged paper are distributed on each table.

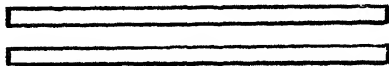
Teacher: "When pieces of paper look like this we call it a strip of paper."

Teacher: "Let us take *three* strips of paper. Now *one* more strip.

Teacher: "How many strips do you have?"

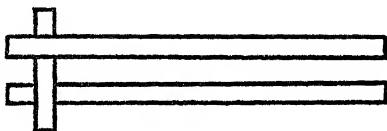
Children: "I have *four* strips of paper."

Teacher goes to the board and draws two narrow oblongs to represent two strips of paper. When she has finished she asks them to place the two strips of paper which



they have just as she has placed hers.

When the children have done this the teacher draws another narrow oblong like this:



saying nothing to the children but expecting them to place their paper in the same way that she has drawn the oblong.

The teacher will investigate the work of the children for the purpose of learning whether they understood her.

When satisfied that they do understand she tells them that work is called *weaving*.

### *Step II*

Children will select six strips of paper and will weave a mat without any directions from the teacher.

### *Step III*

Introduce cotton materials for the woof.

Continue the counting process.

Teach striping with the different colors of material.

### *Step IV*

Introduce woolen materials for the woof.

Use the count "over *two* under *two*" when weaving the woof.

Leave the ends long enough to tie into fringe.

*Step V*

Use count of "*three under two over*".

The teacher works out a pattern of her own to show the children as a suggestion to them to use.

*Step VI*

Call attention to the different patterns of cloth with which their clothes are made, to the children, and suggest that they try to copy them.

*Step VII*

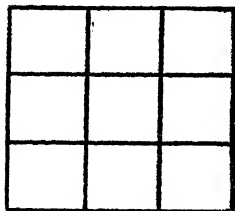
Introduce wood in the weaving process in the shape:

1. Of a mat.
2. Of a box.

*Develop the following in sequence*

DEVICE	MODEL	MATERIALS AND TOOLS
Paper cutting	1-inch squares	Paper, ruler, pencil,
	2-inch squares	scissors.
	etc.	

1-inch squares, etc.—



Measure desired sizes along edges of length of paper and draw lines to connect same. Measure desired sizes along edges of width of paper and draw lines to connect same.

Teach *length* and *width*.

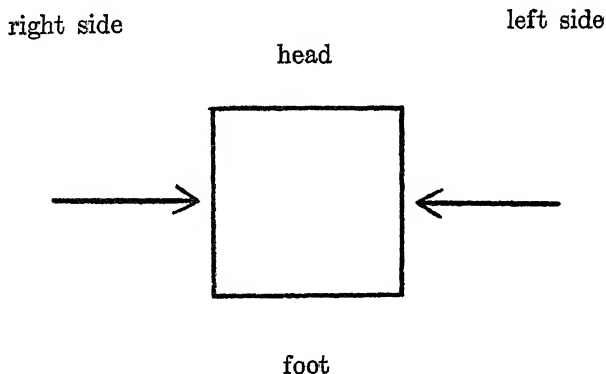
Cut along lines both ways.

The square rectangle has been produced by measurement.

Following the same process of development, produce the *oblong* rectangle.

(For economy in time, the teacher may prepare squares of paper for class work in making a box).

The teacher will place a drawing of a square rectangle on the board, from which the following lesson will be dictated.



These terms are to be used when referring to these certain parts of the paper, thus developing a vocabulary used in construction work.

While the drawing is being made the pupils look on. The value of this particular procedure is two-fold; receiving directions through silent reading, and also, a visual impression of the whole.

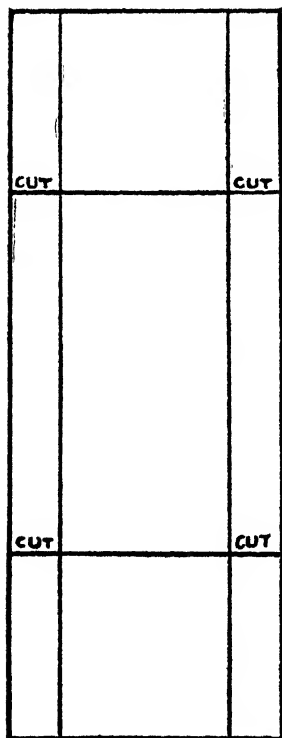
*To Make a Box*

DEVICE  
Construction by  
Measurement

MODEL  
A Box

MATERIALS AND TOOLS  
Oak tag, or card-  
board. Ruler, Pencil,  
Scorer, Scissors, Cop-  
ing Saw.

To make the box:



Have the rectangle ready to work with. The materials to be used to suit the grade.



*Scissors* are to be used in the First and Second Grades through 2B.

\*In the 2A and 3B Grades use the coping saw. The use of coping saw in cutting the cardboard develops the muscles and prevents breakage, to a great extent, when the pupils will use wood.

The rough edge resulting from the sawing of the cardboard is cut away with the scissors.

Attention to this particular operation is a step in the direction for smoothing the wood after it is sawed.

1. Place ruler along the head of the paper with the *edges* of the ruler and paper together, and with the corners together at the *left* side.
2. Place a dot at the *end* of the 1-inch line on the edge of the paper.
3. Slide the ruler *down* the *left* side of the paper to the foot of the paper; place a dot at the end of the 1-inch line at the edge of the paper.
4. Connect these dots with a line.
5. Place the 1-inch line at the corner of the paper at the foot of the right side of the paper. Place a dot at the *end* of the ruler. Slide the ruler up the *right* side of the paper to the top edge of the paper and place a dot at the end of the ruler on the top edge of the paper.
6. Connect these two dots with a line.
7. Repeat these processes along the *right* and *left* sides of the paper.
8. Hold paper in *left* hand. Hold scissors in *right* hand.
9. Find the lines 1 inch from the edges and cut along each one to the intersection of the line which crosses it.

(\*In 3AB and 3A use the handy-saw and the back-saw.)

10. Crease the other lines on the model and turn the flaps that have been made by the cutting under the ends of the box.

Test the pupils in regard to:

1. Ruler.
2. Figures on ruler.
3. Marks on ruler.
4. Placing ruler on paper.
5. Placing dots on paper.
6. Connecting dots with lines.
7. Cutting.
8. Pasting to complete the box.

*Teacher:* "Let us look around the room and find an article which is made with a part in it that looks like a box."

Children name them and teacher writes names on the board.

*Ex.*    table    wagon    bench    chair    cupboard    desk  
          drawer    house    clock    barn    stove        bed

In this way percepts are fixed, language lessons are conducted, and a vocabulary relating to the box is built.

*Ex.* As the pupil's recognize an article in which the box is the building foundation, the teacher writes the name of the article on the board. The pupils choose from the list an article to be made, after the teacher has said, "Come and point to, and name, the article you wish to make." When the child has selected what he wishes, this sentence is used: "I should like to make a bench", or, whatever it is that he has chosen. Materials and tools are selected, and the child creates the bench according to his own ideas, guided to their fulfillment by the teacher.

The *First Grades* work with paper of different weights.

The *Second Grades* with oaktag and cardboard.

The *Third Grades* with heavy cardboard and with wood.

In working out the "Esquimo Project" a boy was making the kayak. When he wanted "skin" to cover the boat, he used a piece of muslin. This did not look like skin, and upon being questioned concerning what could be used to make it look like skin, he was unable to say. The teacher suggested shellac. The pupil covered the muslin with it and was gratified to see a skin-like covering for his boat.

For the oaktag and cardboard, scoring will take the place of cutting, since oaktag will not crease and if it is necessary to cut through, the scissors are used.

For the wood, the handy-saw, the crosscut saw, the coping saw are used to cut. In the absence of planes, files may be used on the rough cuts and the wood may be finished with the sandpaper.

### *Making a Box with Wood* *Box Foundation Analysis*

1. Begin with a straight line;  
    bering the ability of the pupils.
2. Construct a rectangle;
3. Teach head, foot, right side, left side of wood;
4. Give dimensions for measuring;
5. Give directions for cutting the lines of the box formation;
6. Give directions for glueing and nailing the box;

### *Aim:*

To teach the arithmetic of a box.

### *Plan:*

1. Exhibit the materials; paper, cardboard, wood, according to the grade which is to work, always remembering the ability of the pupils.

2. Examine materials for flaws. (Discuss the meaning of flaws).
3. Select materials.
4. Decide on the shape of the box. Square, oblong.
5. Use the ruler for measurements.
6. Note the difference in measurements of length and width if there are any.
7. Cut.
8. Smooth.
9. Select nails.
10. Join parts; square the corners, using a square the pupils have improvised, and the end of the ruler.
11. When squared and smooth, nail together, using *one* nail for a small joint and *two or more* for a larger joint.

*Aim:*

To create interest in making a box, *Second Grade*.

*Plan:*

- (a) Exhibit an article that has a box foundation. (This article to be a simple one in which the box is a prominent feature of the make-up).
- (b) Encourage the children to tell how they think the article was made.
- (c) Lead to the identification of a *base* or *foundation*.
- (d) Teach the definition of *foundation*.

Carry the work into the *Third Grade* and then have pupils name articles that can be made with a box foundation.

Write these names on the board.

(Teacher will transfer these names to a chart for future reference).

*Articles for Home That Can Be Made With a Box*

*Foundation*

basket	feed pans	toothbrush holder
wheelbarrow	bench	bed
pump	table-chair	rocking chair
house	chair	clothespress
barn	stove	wardrobe
stable	cupboard	mantel
trough	sink	stool
sheepfold	wastebasket	work box
bridge	bakepans	davenport
steps	breadbox	victrola
wagon	cakebox	piano
coalcar	bathtub	cabinet
truck	washstand	bookcase
sled	soapbox	lamp.

If a lid is required, measure the piece for the lid, by adding twice the thickness of the material to the length and width.

Use small hinges if possible, but if not, use straps or some other suitable material.

To finish the box, decorate with watercolors, cutouts, or stain; apply shellactect. The cardboard or wooden box may be covered with fancy papers or treated with shellactect and painted.

Directions for measurements and other instructions for making the box may be written on the board as an exercise in silent reading.

The necessity of working hard in the academic room, where reading is taught, and writing, and arithmetic, so that printed and written directions may be intelligently read and followed, is stressed.

The interest in the finished article is awakened in the

First Grade and strengthened and fostered in succeeding grades.

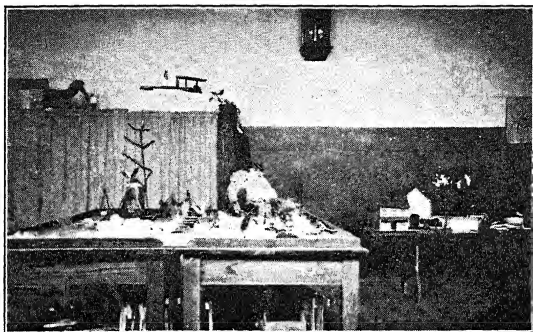
All these activities have been habit-forming and each succeeding step has given the child greater confidence in his ability to achieve success.

*The work should be a line of continuous victories over difficulties gradually increasing, but not surpassing the pupil's power.*

Success is the greatest single factor to motivate the pupil's work. The pupil sees his work: sees for himself whether it has been successful. Self-confidence is built on successes.

Problems can be made worth while to children if the articles to be made are worked out from directions which the child himself reads. When work is controlled in this way, the execution of the problem acts as a check upon accuracy in reading.

At the initial stage of a project, the completed article should be shown to the pupils, that they may have a concrete notion of what they are to make. That they may have a general idea of the procedure, the entire series of directions in their sequences should be presented.



A built-up project of the Community is on the table. A rummage sale was arranged on the table that is partly shown on the right. The aeroplane, made by the pupils, illustrates Lindberg's flight.





## CHAPTER VII

### *General Methods in Reading and English*

*Contribution of the Community Room to Classwork in Reading.* In order to create a vocabulary relating to the working methods in the Community Room, an understanding of the words used to convey to the child the nature of the work is given through sight reading from the board. The teacher writes *names* of articles seen. Sentences are constructed describing the work done. The sentences are read by pupils. Directions are presented to the pupils in writing and their work suggests the thought they have obtained.

#### *Example 1:*

- (a) Strips of paper or cardboard are distributed.
- (b) Directions are written on the board as the pupils work.
  - 1. Take 6 strips of paper (or cardboard).
  - 2. Subtract 1.
  - 3. Weave with 5 strips.

The finished article is discussed and the weak pupils helped.

#### *Example 2:*

- (a) Blocks are distributed.
- (b) Directions are written on the board as the pupils work:
  - 1. Lift *eight* blocks.
  - 2. Place them on the table in front of you.
  - 3. Make *one* line of blocks.
  - 4. Make *two* lines of blocks.

5. Subtract two blocks.

6. Make something with those you have left.

Building a story from the pupils' work is used to stimulate expression. Pupils form their own stories. Teacher writes them on the board; teacher or the pupil makes a booklet for the library of the Room. These little booklets act as stimuli to the telling of stories.

In the succeeding grades the same procedure is followed.

The Community Room contributes the following aids to the learning of English:

1. It furnishes situations for conversation in which each pupil is expected to take a part, based on actual work in which the pupil is engaged, concerning which he has acquired a definite vocabulary. The knowledge he has gained in making the objects of his work serves as material for conversation and for story writing.
2. It furnishes the situation for book-making and book binding.

*Contribution of Community Room Work to the Classroom  
in Writing*

1. When articles are in the process of being made, pupils write their names and grade on a piece of paper, or other kind of marker, and attach to the work.
2. When games are played in which a score is required these scores are written by the pupil.
3. When work is displayed and signs are used to identify work.
4. Pupil leaders write the names of pupils for teacher's reference.
5. Pupils in charge of materials and tools will write the names of those using them.

6. When patterns are being prepared each pupil writes his name and his grade on the material.
7. Third grade pupils learn to make plans for their work in the form of work sheets.

*Contribution of the Community Room to the Classwork  
in Arithmetic*

In the Community Room articles are made, games are played, materials are collected, displayed, distributed, selected, used, and replaced. A penny fund is collected, articles are purchased, records of money spent and of ownership of property are kept.

Articles are made from like pieces and from different pieces of goods. These pieces are divided to shape the article to be created. Pieces are added to or taken from a single piece in this process. Where pieces are alike this addition is actually multiplication of a constant unit. Where the pieces are unlike this addition is single, or simple. In a "built up" article composed of similar units the acts of destroying the article to sort and replace in containers constitutes a subtraction of units, or, a division of the article. In the case of an article composed of unlike units the destruction of the whole is a matter of simple subtraction.

These four processes: addition, multiplication, subtraction, and division are all the processes of arithmetic. In their simple forms they deal with whole numbers. The separated units are fractional parts of an article.

*A whole apple* is a *whole apple* in the Classroom or the Community Room.

*A half apple* is a *half apple* in both rooms. The multiple experiences in both rooms exceed in number and variety and *value* the experiences in either room alone.

These multiplied experiences make the concepts "whole" and "half" more definite and the associations formed make them more readily remembered.

In the Community Room the various articles are units. The associations of the arbitrary symbol "one" with the concrete object "block" give a *real, experienced* image to be the center of interest for the *unreal, non-experienced* symbol. The process of learning here is to connect the *unknown* symbol with the *known* image, the result of this association contributes to the formation of the habit of associating symbols with the objects which they represent. Problems involving "*numbers*" become problems of "*things*" rather than difficulties involving non-sensible symbols.

The Community Room contributes the following aids to the learning of Arithmetic:

1. It furnishes a variety of objects which the child is able to *see* and *feel*, thus increasing the number of experiences to which the number symbols may be applied.
2. It furnishes problems of construction involving the addition, subtraction, multiplication, and division of these real objects, the result of which is visible, and the success of the procedure is self-evident.
3. The difference between addition and multiplication, subtraction and division are evident when applied to building projects involving *similar* and *different* units.
4. The repetition necessary to habituation in these processes is made possible with less fatigue when various concrete objects are the materials used than when the abstract number symbols alone are used.

*Building the Library in the Community Room*

The stories the pupils tell about the articles they make and the stories which are related in content permit little booklets to be made. The pupils learn to bind their stories and the patterns of their work and receive a great deal of satisfaction when they see these books—*with their names on them* placed on bookshelves in the room.

As satisfactory rewards these books are very useful. They are useful, too, in serving as sources of ideas for work of other pupils who may go to the library and select the books to read.

Since only well executed, neat work is admissible to the library shelves, the pupils are stimulated to work neatly in order to have their work placed in this honored collection.

A real index is made, patterned after the index of the school library and the pupils are taught how to use the index to secure the work which they wish to see.

The work relating to Special Projects for special days, materials, or other subject matter is bound and indexed for the library. As the booklets increase in number, the service it renders to the teacher and pupils becomes greater.

Patterns, completed work, reference books of instructions for making various object may be included in this technical library.

The work involved in building and using the library is not too difficult for the Primary Child. As with other work, as the children become trained to use it, they resort to its use more frequently. In general the Library for reference purposes is used most frequently by the superior older pupils, but even the beginners find great pleasure in referring to the library for the books they have made.

Photographs, class records of achievement and other rec-

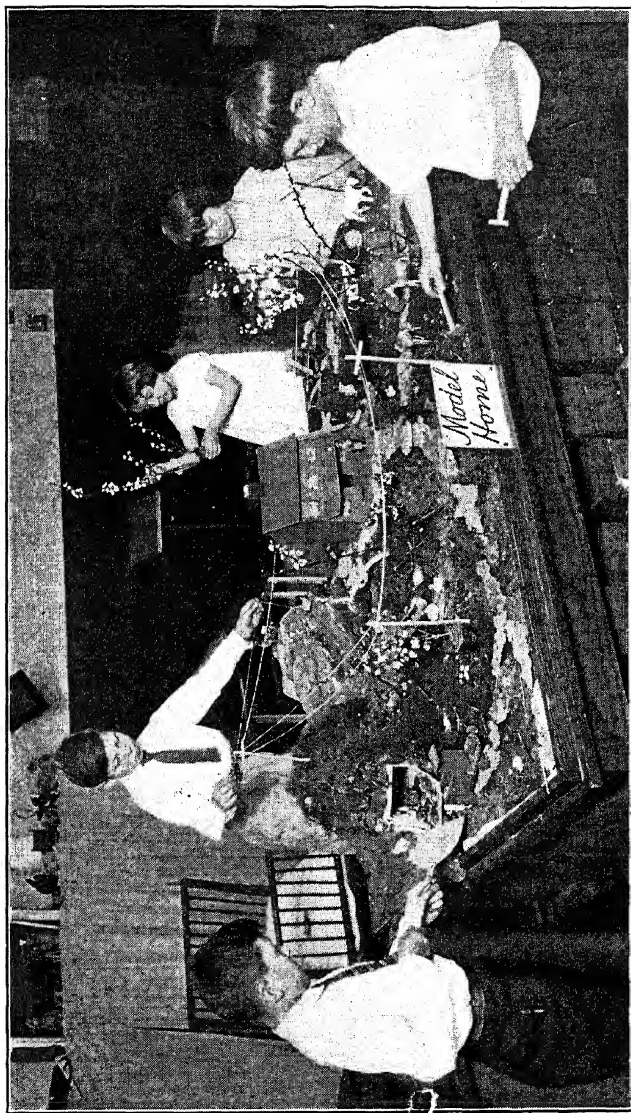
ords pertinent to the work of the Room may be kept in this way.

As an incentive for neat, accurate work, as an example of orderly arrangement, and as a source of inspiration, the self-made Library is a very effective instrument.

## PART II







Greenfield School Community Activities, 1-2-3 Grades



## CHAPTER VIII

### *Organization of Work*

While it is true that the beginning pupil needs to have his work outlined for him with great care, it is also true that the pupils should be permitted to work with materials and to create objects which they desire in order to prevent the pupil from waiting to be told what to do.

The pupils will progress from the condition wherein they need specific, minute directions to that condition wherein they are able to plan a task and carry it through to completion in keeping with their ability and skills.

The individual pupils work as a *group* until the task for each one to do is determined. When any pupil is sufficiently skillful to do a separate piece of work of a nature to use the skills the teaching has developed or otherwise discovered, this pupil may and should secure the opportunity to manufacture real objects. When a new kind of work is being taught all the pupils become a group to progress as before.

This practice permits the different pupils to progress in keeping with their abilities and to vary their work in keeping with their interests. It makes the other very necessary provision to make certain that each pupil *begins* his work correctly. Many bright children readily respond to instruction. They acquire skill rapidly. Frequently they are permitted to leave their practice work too soon, and as a consequence, later find that processes which should be habitual remain recurrently new, conscious problems.

In making objects the pupils need to be trained in handling tools and materials. Some first grade pupils will

know nothing about the tools, yet some others in the first grade will be as skillful as some in the third. The work herein is organized as a Primary unit; the separation into grades is for the convenience of organization.

If the teacher bears in mind that the simple mechanical processes are means to an end and not the *end* of her teaching there should be little trouble. All the specific instruction is to equip the pupils with skills to obtain a built-up, hand-made, picture of the Community. The first year pupils and third all contribute something to this picture.

The plans given here are key plans for all grades. As pupils respond they progress to the making of objects suggested to them and of their own selection.

*The Major and Minor Projects.*

In Part I the attempt has been made to give a general view of the theory on which this work is based. Student teachers have found some difficulty in relating the daily work to the major theme. They tend to lose perspective in the multitude of details to be found in the daily work and daily plans. For this reason, this added explanation is offered.

The plans which are given under the 1st day, 2nd day, etc. are intended to be the key work for all the pupils in the class. The older, and the brighter or otherwise more favored pupils, will accomplish this work rapidly, or it may be they are able to do the work prescribed. In the first grade it is quite probable that the Key Work will be followed fairly closely, especially at the beginning of the year. In the higher grades it may be that only a small portion of the class will need to spend much time on this work.

The pupils who are able to accomplish the Key Work are able to make objects. They should be given the opportunity to make them. The first year pupils can make objects with blocks, with paper and straws. The older, or

farther advanced pupils can make objects with cardboard, cloth, and wood. The objects which they make are, in one sense, separate projects. In order to control the variety of articles made, a list of what is termed Minor Projects is given by months. These minor projects make use of the various points of interest which the seasons and special days afford. Thus February gives Lincoln's birthday; March gives The Winds, and May gives Memorial Day as fitting centres of interest. About these centres of interest objects can be made and grouped much as a stage director would group his scenes.

When building the Lincoln project, objects are made which emphasize the Food, Clothing, Shelter, and Means of Communication which Lincoln used. In the project of Eskimo Life the Food, Clothing, Shelter, and Means of Communication of the Eskimo are stressed. The length of time consumed in making the separate articles to build the home, make the clothes, represent the food, and construct the implements used in communication give ample opportunity to tell stories of the customs of the people who are being represented. The Oral and Written Vocabularies are being taught all this time and the number work is taught, through measuring, computing, and the like. The Social Skills are constantly controlled.

All this is important and is part and parcel of the work, but it is the second, elemental step and not the Major Objective.

The Major Objective is to integrate all these skills and all this knowledge about Food, Clothing, Shelter, and Communication. The pupils are working with separate objects. Their concern in making a box is to get the box made. They do not analyze the relation of that box to the house, to the shelter of the man, unless the teacher tells him so and succeeds in having the pupil state that re-

lationship over and over again. Each thing made relates definitely to the construction of a Community.

As the pupil works with his blocks, in weaving bits of paper, and cloth, or works with wood, colors, and straw, his skills to do these tasks and his knowledge about these tasks grow.

On one side of the room, on a table, or on the floor, there is space to map out a Farm and a City and to build the Country in between. This is the *locus* of the Major Project. To this *place* are brought the best objects made—the best houses, the best dresses and toy people, the best wheelbarrows, benches, bridges, autos—and whatever objects are needed to build the story. These *best objects are taken from work done in the Minor Projects*. The reward is great when a pupil's work is selected to be placed in the Modern Community gradually developed in this Farm to City Project.

It is natural to expect that most of this work will be done by the older pupils. The younger one's work may not be as good, or it may be they have not acquired sufficient skill to leave the Key Work. Where special objects are needed which are not made in the Minor Projects, such as a silo or a train, pupils who have finished their other work, or who have special skill, may make this special object.

All work is permeated with the intention of selecting the best work to build this Modern Community.

Where space is available, the world may be built topographically, and projects concerning foreign countries and their customs can be placed on this built map. If space is not available for a map this large, it may be drawn on the board. Boxes, tables, or floor space at different parts of the room may offer the space on which to build the different Minor Projects.

In one class, assume it is a second grade, one group within the class may be working on the Key Work, another group which is skilled in the Key Work is working on Minor Project A, another group of two or three pupils may be working on Minor Project B. Two or three individuals may be making some special object for another of the Minor Projects or for the Major Project.

But whatever is being done, the object made has a definite relation to the Source and Use of Food, Clothing, Shelter, and Communication of Man. And whatever is made represents some object used by man in his Community Life.

It is this theme which binds all the work together. As the pupils continue the work through three years, it becomes "natural" for them to relate what they are doing to the Community's needs.

Instead of placing the suggested lists of Minor Projects at the end of each month, they are grouped together so that the Key Work will remain by itself. The subject matter of the Minor Projects is the same for all pupils. The first year pupils may be making a boat out of blocks or paper while a third year pupil is making a boat out of wood.

The ability of the pupil rather than the grade he is in determines what tools and equipment he uses.

The simple construction work as given in the general plan and the Key Work is intended to develop the simple skills required to handle the tools and the materials. The work done on the Minor Projects uses these simple skills to construct a story. The emphasis changes from the simple skill to the knowledge included in the story. The simple skills and the knowledges gained through building the Minor Projects are used to build and comprehend the Major Project which depicts the Community in which we

MAJOR PROJECT: ALL PUPILS WORKING TOGETHER TO CONSTRUCT "FARM TO CITY" REPRESENTATION OF THE MODERN SOCIAL COMMUNITY.

# MINOR PROJECTS:

## I.

### *Skill Development*

Visual: Determining shape, size, color; observing details, relationship of parts; training in orderly management in terms of shape, size, and color.

Auditory: Learning sound of wood, cloth, straw, plaster, stone, steel, glass, etc.

Tactile: Learning to recognize wood, cloth, straw, etc., by touch.

Kinesthetic: Recognition of weight, sharpness, hardness, fragility, etc.

Smell: Identification by odor of soap, paint, wood, straw, flowers, etc.

## II.

### *Knowledge Development*

Names of materials, tools, processes, personal and social skills, persons, places, and customs in relation to all projects.

Interrelation of construction work with academic and other school work.

Interpretations of names of qualities i. e., adjectives, qualifying listed nouns; as hardness, smallness, colored, brittle, sharp, clean, etc.

Relating picture, sound, odor, hardness, etc. to object.

## III.

### *Social Skills Development*

Entering the Room.

Seating themselves.

Grouping in terms of common problems. Selection of leaders and foremen of work. Arranging work, tools, and materials in an orderly fashion.

Enlarging perspective of Social Group from Work Groups to class, to Primary Group, to School, to Neighborhood, to Country, to World.

Establishing chronological perspective in terms of Human Development.

Establishing concepts of ownership, of property, Inter-dependence, and Individual Responsibility.

Establishing habits of continuity of effort, thrift.

Fixing attention on the quantity of production in terms of the need of the Major Project and the relation of Quality of Work to the Selection of Work for that Project.



**MAJOR PROJECT:** All Pupils Working Together to Construct "Farm to City" Representation of Modern Social Community.

**MINOR PROJECTS:** (Suggestions for Construction Work).

*Note: Seasonal objects when placed in Major Project alter its appearance and keep it a "living" story.*

*September:* Copy from surrounding terrain—hills, valleys, wells, springs, rivers, brooks, lakes, roads, bridges, fences, fields, orchards, fruit on trees, and ground: boxes, baskets, wagons, horses, dogs, cows, autos, telephone and light poles; house, barn, chicken house and other shelters; grape vine trellis, gardens, garden tools, wheelbarrow, rakes, hoes, etc. Prepare booklet to preserve stories of the month, articles made, etc.

*October:* Build fields and granaries for the harvest (vary with locality), color fruits, trees, etc., in keeping with the season. Build corn fields with pumpkins. Construct story of Peter, Peter, Pumpkin Eater. Use materials for Halloween celebration. Prepare booklet as before.

*November:* Make objects for picking, packing, storing, shipping, and selling products of harvest. Build story of Pilgrims and their friends, the Indians,—prepare materials in preparation for the Thanksgiving feast. Construct tools for preparing corn and cooking meats, etc., used by the Pilgrims. Make Indian and Pilgrim costumes.

Teach *wool* and connect with weaving into cloth with as many details as is practicable. Prepare booklet. Furnish a house, cover floors, walls, equip kitchen. Stress arrangement of furniture, choice of colors. Furnish each room in the house.

*December:* Call attention to the changing landscape in winter. It is easy to turn the room into Santa Claus' workshop and to have all the pupils make toys and other articles to be Christmas gifts for their families and friends. The reindeer, sleighs, and other equipment of Santa Claus and his helpers offer many opportunities for work. Teach how to mark, identify, prepare for delivery, and to present the gifts that have been made. Booklets.

*January:* The story of the Eskimo: his home, source of food and clothing and his habits of living. Make snow fields, water, icebergs, seals, Polar bears—the igloo, kayak, spear, dogs, etc. Talk about the Day and Night at the Poles. Booklet.

*February:* Build the Story of Lincoln's Home in the woods. Construct articles of food, clothing, and shelter, and discuss methods of communication. Make fireplace, fill with chips from wood cutting. Simulate fire with red paper. Show figure representing Lincoln chopping wood. Secure large picture for wall of Lincoln as President.

Build the Story of Washington's home. Servant cabins, outhouses. Tell of plantation life. Tell stories of Washington. Reconstruct Valley Forge. Make Valentines for distribution. Booklet.

*March:* Build a scene in Holland with wind mills and dykes. Make costumes. Talk about the winds and what they do for man. Build flower beds of tulips. Build dog carts. Construct Dutch cradle. Tell of Puritans in flight from England and leaving for America. Show the ocean front and construct a sailing vessel. Booklet.

*April:* Cotton Project. Tell about cotton, show cotton in different forms. Show cotton thread; untwist to show how it is made. Weave cord and thread into cloth on looms. Use patterns to weave by. Weave scarfs, rugs,

and mats. Make large cords through spool knitting. Weave rugs, bags, mats, hats, cloaks. Make towels, pillow slips, pot holders, aprons, etc.

Fashion spring flowers; set out gardens. Talk about the rain and the need for shelter and clothes to protect ourselves from it. Tell of the need for rain. Booklet.

*May:* Prepare for May Day. May Poles and costumes. Build playgrounds. Continue April plans.

Prepare for Memorial Day. Build Memorial to Soldiers. Make flowers, crosses, flags, etc. Arrange scene of Memorial Exercises. Booklet.

*June:* Prepare for Flag Day. Make equipment for vacation uses. Finish all work by second week. Inventory all goods and tools. Mark and distribute individual work. Clean all tools and other equipment and store away. File all booklets to be retained. Have pupils tell of their work during the year. Tell how things may be made during vacation.

## CHAPTER IX

### *Outline of Community Room Work*

#### *September Month*

The return to school after the vacation months is a splendid time to connect the child's life with Nature.

Talks of these summer experiences should occupy a large part of the program of the work for the first week. Since the pupils have been spending most of the time out of doors, it is well to begin the building of the project of the farm. Some of our children spend their vacation on a farm, some have lived on a farm or near one, and *all* learn about one from the conversations and the picture constructed in the class room.

"From the Farm to the City" project will be developed as the activities multiply.

Construction by measurement and insistence on proportion will use knowledge of the Academic studies, reference to which is constantly made and the application of which is directed to the attention of the pupils as their work progresses.

During this month the farm is laid out, fences are built, the necessity of this part of the project having been stressed during conversation about the habits and dispositions of animals.

Animals must have homes for shelter; they must have food for their bodies, and their "clothing" must have care.

The fowls must be protected in the same way.

The introduction to this *farm home* as a result of the conversations about vacation period might be made from

the desire of some of the pupils to live on a farm, build for themselves a home, purchase what is needed to work with, get all materials possible from the natural products before buying any, thus economizing in every possible way.

During the conversations it may be learned that there is no house for the people. What should be done? Why? Should the houses for the animals be built first? Why?

### *Sketch Analysis of Work*

#### *First Grade*

DEVICES	MODELS	MATERIALS AND TOOLS
Block Work	Straight Lines Angles Square Oblong Triangle	Cubical Blocks
Counting	Straight Lines Angles Square Oblong Triangle	Cubical Blocks Straws
Adding Multiplying Subtracting Dividing	Straight Lines Angles Square Oblong Triangle	Cubical Blocks Straws Other Blocks
Reading Language	Pupil Formations	Blackboard Chalk

DEVICES	MODELS	MATERIALS AND TOOLS
Arithmetic	Pupil Formations	Cubical Blocks Straws Other Blocks Strips of Paper, Cord Cardboard, Warp, Jute
Bead Stringing	String of Beads	Straws Cord Tapestry Needle
Weaving	Mat	Loom
Develop the process of weaving		Cord, or Warp Weaving Needle
	Threading the	
Weaving	Loom	Loom Warp
Model Formation	Picture Frames	Strips of different materials
	Fan	
	Bow and Arrow	

*FIRST DAY*

1A *pupils will work in advance of 1B but the materials will be the same.*

*Aim:*

To welcome the children, and to show them the value of school associations with life.

*Plan:*

(a) Have conversation about the vacation months. Commence to build the *farm* project. (Tell stories used in reading, as: The Old Woman and Her Pigs, Little Bo Peep, Jack and Jill, Red Hen, Chicken Little, etc.)

(b) Learn the different experiences of the pupils' vacation, where they were, etc.

(c) Build a column of words for future reference by writing them on the board and recording them on flash cards.

(d) Talk about parts of the body and their uses.

*Note:* The 1b class will need instruction on entering the room, and in being seated.

## SECOND DAY

### *Aim:*

To have pupils come into room quietly and handle chairs quietly.

### *Plan:*

(a) Talk about noise.

1. How it hurts the ears.

2. How it makes some people ill. Our duty to others is to be kind and not to hurt them.

(b) Stress the value of leadership; the kind of people who are good leaders.

(c) Appoint a leader for the girls—for the boys. Ask pupils for suggestions.

(d) Assign place for leader to stand.

(e) Leaders say, "Girls, come."—"Boys, come."

(f) At the call, pupils walk around the tables and stand in a straight line *behind* the leader.

(g) Pupils pass out of room and then return.

(h) When the chair is reached, the hands are placed on it to hold it down, so that it will not make a noise; then the children seat themselves.

### THIRD DAY

*Aim:*

To stress quiet entry, seating, and work.

*Plan:*

Same as on 2nd Day.

(a) If pupils have entered quietly and are properly seated, work with blocks will be begun.

*Note:* They may be familiar with blocks of kindergarten type. Allow free use of the blocks in the Community Room. Notice what is done with the blocks. A few minutes will show the pupil's need for direction.

*Note:* Allow about 15 minutes for work, the rest of the time to be given to practice in handling blocks quietly and in putting them back in containers.

### FOURTH DAY

*Aim:*

To teach the sense of *feeling* through the use of concrete object, a block.

*Plan:*

(a) Pupils take their blocks quietly. (Caution about being quiet).

(b) Hold them—Rub them—Strike them—Punch them—Strike the table.

(c) Because they *feel* that way, they are *hard*.

(d) The name of that *hard* substance is wood.

(e) Work with your *wood blocks*.

(f) Put them away quietly.

*Note:* Write this Plan on the board, and for this class



use phonetic method of pronouncing words. Stress the fact that the pupil should work hard in the room where the teacher helps him with reading, so that when they come into this room they will be able to *read* what they see on the board.

### FIFTH DAY

#### *Aim:*

To teach how to work without noise or confusion, through introducing *process* of simple addition.

#### *Plan:*

(a) Several pupils are selected to work. The others observe.

(b) When the children who have the blocks are seated at the table, the teacher approaches them with one block in one hand, and one block in the other hand.

(c) Holding *one* block up, teacher asks, "What do I have in my hand?"

*Children:* "You have a block in your hand."

*Teacher:* "Say it this way, 'You have *one* block in your hand'." (Teacher keeps block up).

(d) Holding up other hand, teacher asks, "What do I have in my other hand?"

*Children:* "You have *one* block in your *other* hand."

*Teacher:* "How many blocks have I in both hands?"

*Children:* "You have two blocks in both hands."

Children from the next table are sent to the containers to get *one* block in *one* hand and *one* block in the *other* hand. When they have returned to their seats, they and the other children who have blocks hold up *one* block in

one hand, then *one* block in the *other* hand and repeat: "One block and *one* block are *two* blocks."

(e) The children at the remaining tables go to containers, follow example of other children, and return to seats, with *one* block in *one* hand, and *one* block in the *other* hand.

(f) When they return to their seats, teacher says: "Count your blocks."

(g) *Children*: "One block and *one* block are *two* blocks." Teacher writes:

$$\begin{array}{r} 1 \text{ plus } 1 \text{ are } 2. \\ \hline 1+1=2 \end{array}$$

(h) Put blocks in containers.

### SIXTH DAY

*Aim:*

To teach how to get work without noise or confusion. Continue simple addition.

*Plan:*

(a) Same as for 5th Day.

(b) Teacher writes 1 block plus 1 block are 2 blocks.

$$1 \text{ block} + 1 \text{ block} = 2 \text{ blocks.}$$

(c) Children go to containers and take 2 blocks in one hand and 2 blocks in the other hand. Questions as before, substituting 2 for 1. Answers as before, substituting 2 for 1.

Teacher writes on board, 2 times 1 block are 2 blocks.

*Note:* Preserve this copy. Teacher transfers it to cardboard oblongs 8 inches by 3 inches. (These can be made from the back of writing pads.)

## SEVENTH DAY

*Aim:*

To teach how to get to work without confusion. Use processes of Reading and Arithmetic

*Plan:*

- (a) Same as for 6th Day.
- (b) Pupils take from containers 2 blocks in one hand and 2 blocks in the other hand.
- (c) Teacher writes on board under the results of previous lessons.

## EIGHTH DAY

*Aim:*

To teach how to get to work and how to work quietly. To introduce arrangement of objects.

*Plan:*

- (a) Same as for 7th Day.
- (b) Teacher will demonstrate on the blackboard an *arrangement* of two, three, and four blocks.

Example.

- (c) Drill with the concrete object for *straight* line formation.
- (d) Drill with the concrete object for *group* formation.

## NINTH DAY

*Aim:*

To teach block formations.

*Plan:*

- (a) Have blocks in small *piles* on the tables before the pupils.

(b) Write directions for the children to take a *certain* number of blocks.

Example. Take 2 blocks.

(c) Write for the children to take another *certain* number of blocks. Example. Take 3 blocks.

(d) Teacher asks pupils (individually) "How many blocks have you?"

(e) With this new number of blocks, have pupils make 2 rows of blocks with the same number of blocks in each row. Have them place them



(f) Suggest a symmetrical formation.

### *TENTH DAY*

*Aim:*

Tell story about 'building' with blocks.

*Plan:*

- (a) Tell the story and illustrate on blackboard. Erase.
- (b) Have pupils illustrate on tables with blocks.

### *ELEVENTH DAY*

*Aim:*

To teach the *unit*.

*Plan:*

(a) Teacher will recall the content of the story (from Academic room, if suitable) by questioning the pupils. Magazine pictures may be used to illustrate patterns in fabrics, wallpaper, linoleum, etc.

(b) Would you like to make *one* part of oilcloth like the little girl had on her table?

(c) Make it.

*Note:* While children work, the teacher passes among them *observing*.

(d) The best one, or ones, are selected, and the children who made them bring them forward. Slip them on a piece of cardboard. They are placed on a table—far apart—(to be distinctly *one*) and the other pupils pass around to observe and get a mental picture of *one* arrangement.

*TWELFTH DAY**Aim:*

To teach the *unit*.

*Plan:*

(a) Same as for 11th Day.

(b) The pupils who made a unit will make another one, and a third, if time permits. (These pupils sit at the same table.)

(c) The slower pupils will work with one *unit* until they understand what it means.

### THIRTEENTH DAY

*Aim:*

To repeat the unit.

*Plan:*

- (a) Same as for previous days.
- (b) Teacher will show a piece of oilcloth, linoleum, or tile. Ask pupils if they have anything like it at home.
- (c) Who knows where these are made before you get them for your home. Teach *factory*.
- (d) Do you think you could make a pretty one like this one? (Show block pattern). Try it.

### FOURTEENTH DAY

*Aim:*

To repeat the *unit* and teach *filler*.

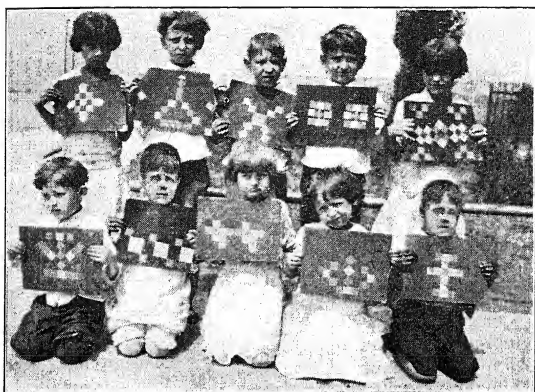
*Plan:*

- (a) Same as for 13th Day.
- (b) Units are placed in position. The 'spaces' are filled with blocks of a contrasting color (filler), so as to *bring out the unit*.
- (c) Teach the *unit* is the *one* part that makes the whole piece attractive.

### FIFTEENTH DAY

*Aim:*

To teach *Industry* through a story. How people work in the community.



### FIRST GRADE

Lessons in Arithmetic, English, and Art. Squares are cut from papers of different colors. For the pupils of this grade use two colors. In the Second and Third Grades blocks of more than two colors are used. (Separate colors).





*Plan:*

(a) Tell a story of block *pattern* making—the factory—men, women, boys, girls, working to earn their own food, clothing and shelter.

(b) Have practice through conversation about *labor*. What *labor* means, etc.

*SIXTEENTH DAY*

*Aim:*

To teach *group work*.

*Plan:*

(a) Pupils who wish to work together may do so, provided they work quietly, agree to make a pattern with units, etc.

*Note:*

1. The work *must be done quietly*, and a unit agreed upon before making the pattern.

2. Each pupil makes a unit.

3. The teacher appoints one of these pupils to be a leader for the work of placing the *units* in position.

*Note:* The teacher observes, and *guides only* when the children lack judgment, or fail to understand the work.

*SEVENTEENTH DAY*

*Aim:*

To encourage *group work*.

*Plan:*

Same as for 16th Day.

### *EIGHTEENTH DAY*

*Aim:*

To enlarge the groups.

*Plan:*

- (a) Same as for 17th Day.
- (b) Place *groups* at one table.
- (c) Select units that would form a pleasing combination, and place them together in a single formation. Get the finished piece.

*Note:* This work will need suggestions from the teacher, but—the pupils must do the actual work. *Counting and Adding.*

### *NINETEENTH DAY*

*Aim:*

To allow freedom in expression with block arrangement.

*Plan:*

- (a) Pupils are encouraged to work quietly. Any who do not are deprived of the blocks, but must look on the work of those who do work quietly. This will help them to understand the meaning of *quiet*.

### *TWENTIETH DAY*

*Aim:*

To tell a story of each one helping to make our Community a good place to live.

*Plan:*

- (a) *Tell* the story. Teacher selects suitable one, using words and information discussed through the month.
- (b) Through conversation help the pupils to understand the phrase "a good place to live."

*SUMMARY OF WORK*

1. Social customs are gained. (Ability to work alone, and in groups).
2. The habit of entering a room quietly, of being seated properly, of being kind to others.
3. The knowledge of parts of the body as workers is gained: hands, fingers, arms, elbows, wrists, etc.: stress need of thought, "use your brains."
4. The sense of feeling is strengthened.
5. The use of proper English is stressed.
6. Obedience to commands of superiors is stressed.
7. Ability to recognize shape is gained.
8. Association of abstract numbers with concrete objects (blocks, etc.)
9. Combinations are recognized.
10. Speaking in sentences is emphasized.
11. Understanding of material is learned through sense of touch.
12. A vocabulary for use in manual work is begun. Percepts are gathered.

*Block Work Words for Vocabulary*

Block	Red	Four	Repeat	Saw	Oilcloth
Wood	Black	Five	Work	Axe	Wall
Hard	Yellow	Six	Count	Chop	Wall-paper
Sides	Green	Seven	Floor	One	September
Smooth	Blue	Eight	Table	Two	Month
Cut	Uncolored	Nine	Ceiling	Three	Year

## CHAPTER X

### *Outline of Community Room Work*

#### *October Month*

#### *FIRST DAY*

##### *Aim:*

To continue straight line construction with different materials.

##### *Plan:*

- (a) Woven articles are exhibited and the use of the knowledge gained in the straight line expressions is carried along by *weaving*.
- (b) Looms are exhibited and threading the loom is explained.
- (c) Pupils participate in the work.

#### *SECOND DAY*

##### *Aim:*

To teach the value of accuracy in threading the loom.

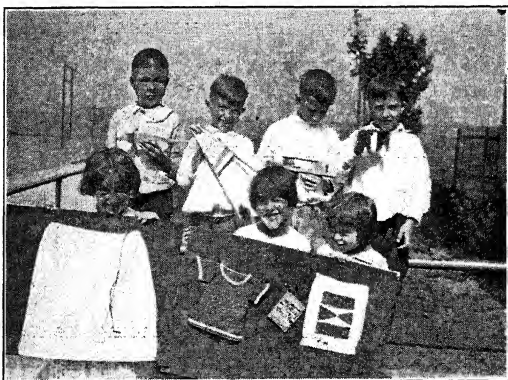
*Materials: Jute to 1A class. Rag carpet balls. Card and short pieces of warp and jute. Weaving needles.*

##### *Plan:*

- (a) Materials and tools are passed.
- (b) Teacher writes on board—loom—warp.
- (c) Pupils thread looms.



SEWING



UTILIZING LEFTOVERS

The articles of wood are made with leftovers from Third grade work.

Cloth bag materials are leftovers.

The doll's dress, pillow cover, and rug are made from one piece of cloth.



(d) Those who finish properly are supplied with *woof* and are instructed in the weaving.

*Note:* Teacher writes 'woof' on board.

### THIRD DAY

*Aim:*

To teach weaving.

*Plan:*

- (a) Materials and tools are passed.
- (b) Call attention to different kind of work but we must read and count while we weave just like we did when we *worked* with the blocks.

### FOURTH DAY

*Aim:*

To weave a mat.

*Plan:*

- (a) Use small looms, so that the work does not become a burden.
- (b) Pass work and tools.
- (c) Instruct from board—write directions.
- (d) Teacher helps pupils.

### FIFTH DAY

*Aim: Plan:*

Tell story of Weaver Bird. Write maxim: "In all our actions we are weaving deeds into our lives."

### *SIXTH DAY*

*Aim:*

To weave a mat.

*Plan:*

- (a) Appoint Leaders. Pass materials and tools.
- (b) Pass work that has been begun.
- (c) Pupils weave. Count lines of work. Leaders pass around and see that all are working. Teacher helps. Leaders are responsible for appearance of tables and floors.

### *SEVENTH DAY*

*Aim:*

To complete mat.

*Plan:*

- (a) Pass work and materials.
- (b) Continue work.
- (c) Examine own work to see if it is perfect.
- (d) Teacher helps. For what do we use mats?

### *EIGHTH DAY*

*Aim:*

To weave a bag.

*Plan:*

- (a) Exhibit a bag that was woven by a pupil.
- (b) Pass looms, materials, cord, warp, for threading looms.



*Note:* Write directions. Teacher helps with the reading.  
(c) Thread looms on both sides, leaders seeing that all are busy.

*Note:* If anyone has successfully threaded the loom, that pupil can commence to weave *all around the loom*. Gather words.

### NINTH DAY

*Aim:*

To weave a bag.

*Plan:*

- (a) Pass work—materials and tools.
- (b) Continue work. Leaders busy. Teacher helping.

### TENTH DAY

*Aim:*

- (a) To tell a story about "Arachne" to introduce Spool knitting.
- (b) To finish *bag*.

*Plan:*

- (a) Pass work and materials.
- (b) Continue as on 9th Day. Gather words.
- (c) For what do we use bags?

### ELEVENTH DAY

*Aim:*

To teach *Spool Knitting*.

*Plan:*

- (a) Talk about the spool, nails, number of nails.
  - (b) Show the tapestry needle we use to lift the cord over the nails.
  - (c) Teach how many nails are to be used.
  - (d) Teach how many cords are to be around the nails.
- Have pupils count, add.

*TWELFTH DAY*

*Aim:*

To teach spool-knitting.

*Plan:*

- (a) Spools containing nails are passed to the pupils.
- (b) The pupils at each table are counted.
- (c) Teacher: "If each one gets one spool, how many spools will we need for this table?" and so on.

Teacher: "How many spools will we need for these two tables?" Use addition and multiplication.

- (d) Each pupil is given a short piece of cord to begin with.

Teacher will instruct (1) how to hold the spool. Which hand, which fingers. (2) How to wrap cord around nails after pulling it through the spool. (3) How to hold cord on fingers.

Words.

*THIRTEENTH DAY*

*Aim:*

To teach spool-knitting.

*Plan:*

- (a) Pass spools, cord, needles.
- (b) Review how to hold spool, etc. Wrap cord around nails.
- (c) Teach that *only one* cord must be on the nail. That is the reason why we lift the lower cord over the nail.
- (d) If two cords are on nail, how will we get *one* on?
- (e) Teach how to hold the needle and how to push it under the cord so as to raise it over the nail.
- (f) Then teach how to pull the knitting through the spool.

*FOURTEENTH DAY*

*Aim:*

To teach how to do spool-knitting.

*Plan:*

- (a) Same as for 13th Day. Leaders.
- (b) Teacher instructs groups.

*FIFTEENTH DAY*

*Aim:*

To teach perseverance through a story.

*Plan:*

- (a) Tell short story. Get content through conversation.
- (b) Work remainder of period at spool-knitting.

### *SIXTEENTH DAY*

*Aim:*

To teach spool-knitting.

*Plan:*

Same as for 13th day, i.e., work at knitting.

*Note:* Results from spool-knitting are slower than results from weaving.

### *SEVENTEENTH DAY*

*Aim:*

To teach perseverance.

*Plan:*

Same as 16th Day.

### *EIGHTEENTH DAY*

*Aim:*

To make a mat with the knitting.

*Plan:*

- (a) Pass work, materials and tools.
- (b) Those who have made a string of knitting long enough to round into a mat may learn how to take the work off the nails and through the spool. (Save the spool).
- (c) Beginning with one end of the knitting, turn around the end and sew with a piece of the cord. Turn round and round and sew together, keeping the work flat on the desk.

## NINETEENTH DAY

*Aim:*

To make a bag with spool-knitting.

*Plan:*

(a) Use two of the round mats. Sew together nearly all the way around, leaving an opening large enough to insert a handkerchief.

(b) Use another piece for a handle.

*Note:* Pupils can use them for wrist bags.

## TWENTIETH DAY

*Aim:*

To tell a story of the care of Clothing and House Furnishing for ethical value.

*Spool Knitting Words*

Spool—Take off spool

Nails

Wind

Cord

Sew

Needle

Hands

Hands

Thumb

(Left hand)

(lift up)

(Right hand)

(pull down)

(First finger)

(turn spool)

*Booklet.*

*Weaving Words*

Loom	Red	Home
Wood	Green	Buy
Cardboard	White	Sell
Scissors	Blue	Store
Cord	Black	Factory
Carpet Rags	Orange	Men
Jute	Brown	Women
Warp	Cut	Boys
(Threading loom)	Tie	Girls
(Weaving warp)	(Take off loom)	Work
Counting	Mat	October
		Month
		Year
		Season

*Booklet.**Farm Project—All Grades*I. *Ripe Fruit and Vegetables.*

- (a) Markets prepared for by farmer.
- (b) Harvesting, etc.
- (c) Transportation.
- (d) Industry.
- (e) Commerce.

II. *Nature's Work in Preparing Food, Clothing, Shelter.*

- (a) Sun and Rain factors in production.
- (b) Keeping down weeds.
- (c) Controlling destroying insects.
- (d) Trees, Plants, Falling leaves.

III. *Activities.*

Pupils have choice of work for the materials, etc., used at this time of the year.

*Suggestions:* Cornstalks, Pumpkins, Ladders, Boxes, Baskets, a Barrel, if possible, to make.

For transportation: Wagons, Trucks, Trains, Boats, Ships, Airplane.

Body of water: Bridge over it, Docks, Wagons, Autos, Street Cars going over it. Ships, Boats in water and at dock loading up.

City: Houses, etc.

*Activities:* Boxes and baskets made with cardboard, made from parts of chip baskets, woven with raffia—straw.

String corn, pumpkin seeds, apple seeds, etc., for beads, curtains, etc.

*Make wheat chart*—sew a spray of wheat on mounting board or cardboard. Show seeds.

Print names of food made from wheat.

*Make oats chart*—follow plan for wheat.

*Make corn chart or project:*

Cut out pattern for sickle. Use measure. Use to cut out sickle from cardboard, wood.

*Leaf Booklet.*

## CHAPTER XI

### *Outline of Community Room Work*

#### *November Month*

#### *FIRST DAY*

##### *Aim:*

To have a Memory Test on words which have been used.

I. Reading. II. English. III. Comparisons. IV. Arithmetic.

##### *Plan:*

- (a) *I. Reading:* Have farm project covered.
1. Write on board what the pupils will tell you about the farm.
  2. Have pupils read after teacher has written.
  3. This will require a period of 30 minutes. The other 10 minutes of the allotted period for the class will be used by the teacher in associating pupils' life necessities with the farm products.

#### *SECOND DAY*

##### *Aim:*

To have a Memory Test on farm life.

I. Reading. II. English. III. Comparisons. IV. Arithmetic.



*Plan:*

(a) *II. English.*

1. Have farm project uncovered.
2. Pupils gather around it and have *conversation* about the farm. Questions and answers. Try to get a story from the pupils.

*THIRD DAY*

*Aim:*

*To teach the Story of Armistice Day.*

*Plan:*

Tell story. Make white flag with paper and strips of cardboard.

*FOURTH DAY*

*Aim:*

*To have a Memory Test. Story of Armistice Day.*

I. Reading. II. English. III. Differences and Comparisons. IV. Arithmetic.

*Plan:*

*Plan: Comparisons and Differences:*

- (a) Use life situations for these developments: U. S. flag, peace, war.

### *FIFTH DAY*

#### *Aim:*

To tell story of toys used at play.

I. Reading. II. English. III. Differences and Comparisons. IV. Arithmetic.

#### *Plan: Arithmetic:*

- (a) Discuss approximate sizes of spaces on ruler.
- (b) Then measure with ruler for accuracy.
- (c) Number of same articles; number of different kinds of articles.
- (d) Sum of all articles.
- (e) Could farmer get along with a less number of cows? Horses?
- (f) If he sold some and kept some, what Arithmetic process would you use to get the answer?
- (g) If he would need twice as many of something, how would he get the answer?
- (h) What do we call that process?

### *SIXTH DAY*

#### *Aim:*

To teach use of needles with cloth.

#### *Plan:*

- (a) Pass small strips of cloth about 1 inch wide to each pupil (passing done as Drill Work).
- (b) Pass needles. Have spools of thread on the tables so that the children can measure the piece they take. To measure it, hold the thread with thumb and fore-finger.

Run the thread down the arm to end of elbow. Cut and thread needle.

(c) Illustrate from board the straight line stitching.

(1) *Push* needle through cloth.

(2) *Feel* from under cloth and push needle up near the place where it was pushed through; repeat.

### SEVENTH DAY

*Aim:*

To teach sewing.

*Plan:*

Same as 6th Day.

### EIGHTH DAY

*Aim:*

To sew two pieces of cloth together.

*Plan:*

(a) Pass two pieces to each pupil.

(b) Explain the necessity of keeping the edges together.

(c) Have pupils measure 1-2 inch for seam.

(d) Sew 1-2 inch from edge with the straight line stitch.

### NINTH DAY

*Aim:*

To strengthen number sense.

*Plan:*

(a) Pass sewing that has been done on previous day. Needles. Thread.

(b) Two children stand before the class with their work and repeat this dialogue:

1st Child: "Let us put our work together like we did the blocks."

2nd Child: "Spread your two pieces out and I will spread out mine."

(When both have done this—)

2nd Child: "I have 2 pieces of cloth and you have 2 pieces. How many pieces have we both?"

1st Child: "We both have 4 pieces of cloth."

A third child is called upon to see if that number is correct.

2nd Child: "If we put these four pieces together and sew them we will have 1 larger piece."

3rd Child: "How many want to try this?"

*TENTH DAY*

*Aim:*

To gain interest in Thanksgiving Day through the project of the Farm.

*Plan:*

(a) Tell the Story of the First Thanksgiving Day through Project.

(b) Tell through project and pictures how it is still celebrated. Use articles pupils make.

### ELEVENTH DAY

*Aim:*

To develop sense of touch.

*Plan:*

- (a) Pass blocks and sewing that had not been finished. Needles. Thread.
- (b) Write on board the word *touch* (tactile sense). (The meaning not the same as *feeling*).
- (c) Have a 'blind man buff' game.
- (d) Do not spend more than 15 minutes with all of this. Then have block and sewing activities. Sew, making one large article out of smaller ones.

### TWELFTH DAY

*Aim:*

Tell a story of Perseverance to impress upon the children the value of finishing work they have begun.

*Plan:*

- (a) Tell the story.
- (b) Get the content of the story from the pupils.
- (c) Let them illustrate the meaning through the activities of block work and sewing.

### THIRTEENTH DAY

*Aim:*

To strengthen skill with numbers by *adding* to, and *multiplying*.

*Plan:*

Use block work and sewing for this.

*FOURTEENTH DAY*

*Aim:*

To make a pillow cover with square pieces of cloth to illustrate what can be done with square pieces of cloth.

*Plan:*

- (a) Pass cloth, needles, thread.
- (b) Each pupil sew two pieces together.
- (c) Two pupils sew *two* of the *two pieces* that have been sewed together. Other pupils observe.
- (d) Three pupils sew *two* of these larger pieces together.

*FIFTEENTH DAY*

*Aim:*

To tell a short story about baby's bed or buggy needing a pillow, to continue interest in the pillow making.

*Plan:*

- (a) Tell the story. Get the content from the pupils.
- (b) Examine pillow for shape and size.
- (c) What is a pillow like?
- (d) What is the cover like? It is like a pretty bag.
- (e) Do we need to have both sides of this cover alike?
- (f) What shall we do to make the other side of the bag?

*SIXTEENTH DAY*

*Aim:*

To strengthen interest in Thanksgiving Day.

*Plan:*

Make clothes of Pilgrim children with paper.

*SEVENTEENTH DAY*

*Aim:*

To finish *pillow* for baby.

*Plan:*

- (a) Pass work, needles, thread.
- (b) Sew. The teacher could attach the back of one of the pillows.
- (c) Children observe how it is put together.

*EIGHTEENTH DAY*

*Aim:*

To allow freedom in choice of work.

*Plan:*

- (a) Have blocks, cloth, needles on tables.
- (b) Appoint leaders to do the leaders' work.

*NINETEENTH DAY*

*Aim:*

To allow freedom in choice of work.

*Plan:*

- (a) Have straws of different lengths on tables.
- (b) Children build something with them.

**TWENTIETH DAY**

*Aim:*

To recall the work of the month as a story.

*Plan:*

- (a) Talk about what was done during the month.
- (b) Gather words for the vocabulary.
- (c) Make November booklet.
- (d) Story about 'The Leak in the Dyke.'

*Words—Armistice Day*

history	celebrate	doctors
present	honor	nurses
past	heroes	stretchers
war	declared	sewing
peace	United States	needle
Armistice Day	white flag	bugle
signed	parade	ocean
fighting	horses	ships
ceased	artillery wagons	France
during	Red Cross	march
World War	nurses	railroads
overseas	pennants	automobiles
save	banners	
country	military music	
enemy	Boy Scouts	
killed	Girl Scouts	
cemetery	veterans	



*Words—Thanksgiving Day*

Indians	Plymouth Rock	game
Pilgrims	windmills	Dutch
discussion	dykes	England
tulips	Holland	geese
America	goose	journey
wooden shoes	early	buckle
settlements	apron	represented
bonnet	log house	cap
shelter	fields	cattle
furniture	planting	trees
food	costumes (clothing)	dependence
Pipe of Peace	offer	white man
gratitude	ocean	customs
boats	family reunions	landing
recreation		

*Summary of Month*

1. Have learned about Armistice Day.
2. Have learned about Thanksgiving Day.
3. Have learned the Social Customs regarding both Special Days.
4. The Community Spirit is strengthened.
5. The visual expression of this is impressed upon the minds of the pupils.
6. Greater interest in the story book is manifested.
7. Interest in Library is strengthened.

*Going to Grandmother's on Thanksgiving Day*

1. Motion of telling of dressing to go to Grandmother's.
2. Children clap hands, rise and skip around the room and around Mother (teacher).
3. Motion of putting on caps.
4. Motion of putting on coats.

5. Motion of putting on rubbers.

6. Motion of putting on gloves.

7. Getting in the sleigh. '

NOTE: The long tables are the sleigh. Driver at  
head of table.

8. Song: Jingle bells, Jingle bells,  
Jingle all the way,  
Going off to Grandmother's  
This Thanksgiving Day.

Story

Booklet

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Special project of setting table for Thanksgiving Dinner.

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### THIRD GRADE

Advanced work in straight line construction.  
 In the lower picture the two girls worked together to make the piece larger.



## CHAPTER XII

### *Outline for Community Room Work*

#### *December Month*

We have been studying about the people of this country and of the way they lived, and of how we make a living.

During this month the study will consist of completing unfinished work and of taking up the problem of building a story of the Christmas Season.

Review the story of the Cave Men, Tree Dwellers, Tent Dwellers, Log Cabin Dwellers, and contrast with the homes of today.

Tell of Europe, the country that was known before our country, America, was known.

The Autumn and Thanksgiving work should help the children to realize the joyful experience of Christmas and to feel that the joy of *having* is doubled through the experience of *giving* and *sharing*.

The underlying thought of the Christmas-tide is joy over the birth of a little child, and it has come to be a time devoted especially to the happiness of children. Aim to draw away from the unrest and turmoil, the tension and irritation that is so evident at this season of the year, and be lifted up to the great meaning of the day.

Make free use of Christmas stories. Bring a spray of holly into the schoolroom and improve the opportunity to

give a lesson on it; where it comes from; observe the stiff, glossy leaves growing on the stem; the leaves always green; the fruit or berries scarlet; the fruit food for birds; the holly used as the Christmas symbol.

The Christmas customs of other countries illustrate nationality, geography, history and always prove of interest to the children. Describe the English Christmas; the fireplace with the Yule-log, the mistletoe, the plum pudding, manner of receiving gifts, the carol singers and the sending of Christmas cards. Germany's celebration will be of interest, especially the tree with its candles and tinsel, which is enjoyed by every family, rich or poor, and is kept over until New Year's when it is lighted again.

The children will enjoy hearing about the Christmas spice cakes cut into all sorts of shapes, and how every child must eat of these; also of the beautiful custom when, at a given signal, the door leading to the festal room is thrown wide open and all circle around the table, on which is the tree, and sing the beautiful "Holy Night."

Tell of Holland's celebration, with good old Saint Nicholas as the giver of gifts; how he comes riding a white horse, which is fed by the children, who fill their wooden sleds with oats and barley which he exchanges for gifts.

Explain that in France the children call Santa "Pere Noel," or Father Christmas; they say he carries a bundle of switches to punish the children who have been naughty during the year; in Russia a very large pyramid of rice and raisins, blessed at the church, is served; their tree is beautifully decorated; the old woman Baboushka bringing the gifts.

In sunny Italy the urn is used to receive the gifts.

An explanation of the meaning of Santa Claus may be given, showing how every child may become a Santa Claus to everyone whom he serves and endeavors to make happy.

*Outline of Community Room Work*

*December Month*

*FIRST DAY*

*Aim:*

To prepare for Christmas Season. To introduce the Penny Fund.

*Plan:*

- (a) Pass straws of different lengths to the children.
- (b) Pass rulers and scissors.
- (c) Direct from the board to measure 1" or 1-2" as pupil wishes. The measures must be obtained through the use of the ruler. Use about 15 minutes of time for this.
- (d) Pass tapestry needles and cord for bead stringing. The straws will be 'Beads'.
- (e) Encourage making the Penny Fund grow. Children to bring pennies to help buy needed materials.

*SECOND DAY*

*Aim:*

To continue interest in preparing for Christmas Season.

*Plan:*

- (a) Talk about Christmas. Why do we celebrate?
- (b) What is a Christmas custom?
- (c) How will we get gifts to give?
- (d) Let us write the names of some things we would like to give.

- (e) Teacher writes names on board.

NOTE: Teacher transfers these names to cards for future use.

### *THIRD DAY*

#### *Aim:*

To continue interest in preparing for the Christmas Season.

#### *Plan:*

- (a) If the children have not mentioned the reindeer, let the teacher suggest it by a picture, or by a model.
- (b) Ask pupils if they remember about Hiawatha and the reindeer.
- (c) If they cannot tell about it, the teacher will.
- (d) Question: Is the reindeer a useful animal?
- (e) Question: Of what use was it to Hiawatha's family?
- (f) Question: Of what use was it to other families?
- (g) Question: Where is the home of the reindeer?
- (h) Question: Did you ever see one around here?

NOTE: Lead their thoughts to the zoo.

### *FOURTH DAY*

#### *Aim:*

To study about the reindeer.

#### *Plan:*

- (a) Ask questions about the usefulness of the reindeer.
- (b) Is it a useful animal? Where is its home? What did the reindeer give to Hiawatha? Does it give food



and clothing to us? Yes, also shelter. Does it help people to travel over snows? What kind of a foot has it? What kind of food? How and where does it get its food? What part of the reindeer did Hiawatha and his people use for Clothing? For Food?

### *FIFTH DAY*

*Aim:*

To tell story that will strengthen interest in Christmas.

*Plan:*

- (a) "Hiawatha driving a reindeer" is a good story.
- (b) Does anyone else drive a reindeer? Anyone you know about?
- (c) Include a talk about the weather in December. The change of clothes made necessary by the cold weather. The appearance of coats made of the skins of different animals.
- (d) Somebody will be here soon who wears a big coat made of deerskin, a hat made of deerskin, gloves made of deerskin. And high boots with fur from the deerskin around the top.
- (e) Who is it?

### *SIXTH DAY*

*Aim:*

To study other animals which give us materials for winter clothing.

*Plan:*

- (a) Show a picture of sheep. Their home.
- (b) What is their home called?
- (c) What is a young sheep called?
- (d) Talk about a *fleece of wool*.
- (e) The shedding of the wool. The shearing of the wool. The washing, sometimes before shearing, then drying, carding, spinning, dyeing.
- (f) Have children unravel coarse cloth to see how weaving is done. Twist wool to indicate spinning. Show spinning wheel if possible.

*SEVENTH DAY*

*Aim:*

To lead pupils to think and talk about Christmas.

*Plan:*

- (a) With their sewing, weaving, spool knitting, and bead stringing knowledge, have them make *something* for a Christmas gift for Father—Mother.

*EIGHTH DAY*

*Aim:*

To encourage the gift for the home.

*Plan:*

- (a) Have pupils decide for whom the gift is to be.
- (b) With materials at hand help the little ones make whatever they wish to.

***NINTH DAY***

*Aim:*

To strengthen the interest in the gift.

*Plan:*

Same as for Eighth Day.

***TENTH DAY***

*Aim:*

To teach the Spiritual Significance of Santa Claus.

*Plan:*

Tell a story of ethical value.

***ELEVENTH DAY***

*Aim:*

Teach the Santa Claus of the Home.

*Plan:*

- (a) Encourage a happy attitude towards the home gift making.
- (b) Continue work on gifts.

***TWELFTH DAY***

*Aim:*

The Santa Claus of the shops.

*Plan:*

Liken the room with the pupils to a workshop belonging to Santa Claus with the pupils as Santa's helpers.

*THIRTEENTH DAY*

*Aim:*

The Santa Claus of the School.

*Plan:*

Same as for 12th Day.

*FOURTEENTH DAY*

*Aim:*

To teach a story of Christmas for ethical values.

*Plan:*

- (a) Question the pupils regarding the subject of how Santa Claus gets into the home, the shops, the school.
- (b) Lead them to a realization of Santa Claus' loving and giving.
- (c) As gifts are finished have pupils write, "To Father, wishing him a Merry Christmas." "Wishing Mother a Merry Christmas," and so on.
- (d) Place securely in, or on, the gift and teach pupils how to wrap and tie the articles.

NOTE: Buy white tissue paper for wrapping, with pennies from the Penny Fund. Tie with Red or Green string.

### FIFTEENTH DAY

*Aim:*

To have an action lesson in the Social custom of 'wishing a Merry Christmas'. Story.

*Plan:*

- (a) Explain the custom of greeting on Christmas Day and days preceding. Write on board.
- (b) Have children meet each other as though they were on the street, chat for a while, and when parting say, "I wish you a Merry Christmas."

NOTE: The teacher should act with one of the children.

### SIXTEENTH DAY

*Aim:*

To have a conversation lesson relating to their Christmas presents.

*Plan:*

- (a) Engage the class in a conversational recital of their Christmas vacation in school.
- (b) Did they help Santa by trying to be happy and by making other people happy?
- (d) Talk about the New Year.
- (c) Will we try always to make other people happy?
- (d) Talk about the New Year.

### *SEVENTEENTH DAY*

*Aim:*

- (a) To teach arithmetic through a rummage sale. Commercial use of 'left overs'.
- (b) Adding to the Penny Fund.

*Plan:*

- (a) Gather left overs and 'unclaimed' articles and place on a table with price marks on.
- (b) Teachers to be salesladies for First and Second grade.
- (c) Proceeds to be placed in the Penny Fund Collection. Record proceeds.

### *EIGHTEENTH DAY*

*Aim:*

To teach Arithmetic through the rummage sale. Commercial usage.

*Plan:*

- (a) For the sale, same plan as for 17th Day.
- (b) Pupils make articles for sale. Record proceeds.

### *NINETEENTH DAY*

*Aim:*

Same as for 18th Day.

*Plan:*

Same as for 18th Day.

*TWENTIETH DAY**Aim:*

To teach the value of careful use of left overs in Commercial procedure and to use the proceeds for necessities. Not to squander.

*Plan:*

Write a maxim. Have individuals give it. Story. Continue collecting and sorting pieces of material.

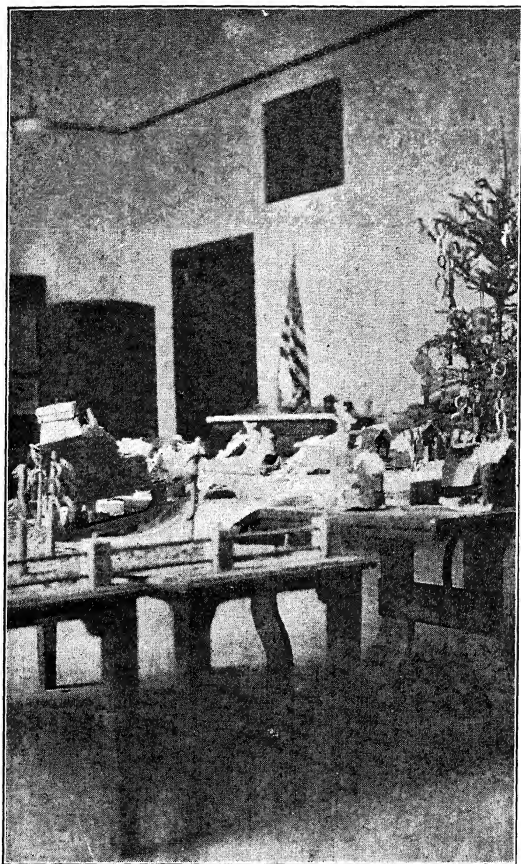
*Words for Vocabulary*

Christmas	custom	weather
season	gifts	appearance
scissors	transfer	different
measures	cards	materials
obtained	future	sheepfold
minutes	clothing	spiritual
tapestry	shelter	social
stringing	food	helpers
continue	driving	shop
interest	reindeer	left-overs
prepare	cold	commercial
preparing	snow	commerce
celebrate	ice	articles
collection	salesman	necessary
price	saleslady	necessity
price mark	grade	necessities
unclaimed	usage	squander
maxim	sale	industrial
		industry
		individual

*Summary for Month*

1. Pupils learn that some of the people of the Earth depend upon the skins of animals for shelter, or house coverings;
2. that all people depend upon animals for meat;
3. that cold weather makes their bodies cold, and they must wear fur and wool;
4. the source of wool—the wool industry;
5. about the Christmas Season;
6. the kind of gifts to give;
7. the joy of creating the gifts he gives to those he loves.





The project included a village of houses like those at the right, made of cardboard, scored and pasted.

Children made the articles used but bought the tree, cotton and "snow" with pennies taken from the penny fund.



## CHAPTER XIII

### *Outline of Community Room Work*

#### *January Month*

Since January is the month of snow, it is fitting that a project on wool and woolen cloth be developed. The fact that the pupils wear woolen clothing to school will be a means of introducing the project.

Explain to the children how wool is sheared from the sheep, is washed and combed, and how it is put through the various processes before it is finally woven into cloth. Show pictures of sheep and of the various processes wool goes through. Tell the children to bring in pictures of sheep and pictures of woolen garments. Have the girls sew woolen clothing for their dolls.

Build a house, using boxes for the rooms, nail on the roof and chimney, cut in doors between the rooms, and the windows. Paper with wallpaper cut to right size. Furnish with rugs woven by the children and with the furniture and accessories, which they cut from colored paper. Dress dolls in heavy winter clothing and place in home.

Children are naturally interested in hunting and fishing, so they will like the Eskimo work. The Eskimos live in a land of snow and ice and this is the reason they obtain their food, clothing, and shelter in such a different way than we do. Show pictures of the Eskimos and their igloos, pictures of whales, seals, and bears, and of the weapons used to kill them for food and clothing. Tell something of the life of the Eskimos, how they obtain their food, clothing, and shelter. Create an interest in pictures the children bring in of the Eskimos. Make igloos, seals, whales, snow

shoes of clay. Make harpoons and boats of wood. Dress dolls as Eskimos, using heavy materials and fur.

As the semester is coming to a close, the pupils must finish up any work not yet completed. Any weaving, sewing, wood work, and any other uncompleted work must be finished.

The room must be left in good condition for the next semester and everything must be fresh and clean for the new classes, so the drawers, cases, and cupboards must be cleaned and put in order. Pupils learn the lesson of cleanliness in doing this and also learn to be systematic and orderly in their work. All paper, cardboard and oak tag must be separated as to size and color. The pupils learn how to sort materials. Work in the home should be done the same way.

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Beginning of the New Year is a part of Time. The Indians measured time by the moon, with bundles of sticks, or by cutting notches in the trees.

Division of Time into months, weeks, days, hours, minutes, was made later as civilization advanced.

Early methods of telling time were by the sun dial and the hour glass. Today we have clocks, watches, etc.

Give description of face, hands, pendulum, case, frame. Clock in room.

Have exercises in telling time. Lay emphasis on punctuality, obedience, and that we have no right to waste time or misuse it.

Make a study of the heavens. What is the sky at night?

Some people call the stars, the moon, company. Can we always see the stars?

When are they best seen? Are they all the same size? Why do they twinkle?

Simple legends of the Big and Little Dippers may be told. Also the story of the North Star that is the guide of the sailors.

The Constellations and the story of Orion the Mighty Hunter.

Think of all these up in the heavens helping to light the way for others.

The story of the Boy and the Moon will be delightful to use in connection with this lesson.

Wordsworth, a man who wrote beautiful stories in poetry, tells how he looked at the moon when he was a child and thought it was a silver boat in the sky, a ship of blue; sometimes it was a crown of pearls, then again, it was a lovely woman wrapped in a veil of fleecy clouds. There is beauty in everything Nature gives us. Helping other people to do good is a beautiful thing to do.

"Beautiful hands are those that do deeds that are noble good and true."

Discuss the lights; the greater by day and the lesser by night.

At one time in the history of the world these were the only lights. People went to bed early because they could not see to work. Today we have lights that men learned to make. They are called Artificial Lights.

These are candles, lamps, street lights, gas, and electric.

Have children fold and cut stars; cut out moons and the different phases of it.

Put border on board—new moon, first quarter, full, last quarter, large star near full moon, milky way studded with stars.

Make clock, use paper boxes and construction paper. Cut out of pieces of wood.

Make poster by tearing paper—a winter scene.

Make project showing Nakomis showing Hiawatha how to tell sun-time.

For new and full moons draw and cut a circle.

Place features with a pencil.

Rub charcoal all over the moon.

Show features with white chalk.

DEVICES	MODEL	MATERIALS AND TOOLS
Paper Cutting	Poster	Block construction paper
Pasting		White Paper, Scissors, Paste.
Poster:	Black Construction Paper	White moon White house silhouettes.

### *Blackboard Border:*

Use white (silhouettes) of New Moon, 1st Quarter, Full Moon, 2nd Quarter, "Milky Way" studded with stars.

The study of the stars will be appropriate for the work of this month. The clear skies make the study of the heavens especially desirable. Use the story of Hiawatha since the children are familiar with it. Tell how Nakomis showed Hiawatha many things in the shining heavens; the stars shining bright on frosty winter nights; the broad path running straight across the heavens, white with stars. "Kindergarten Stories" contain interesting reading on this subject. Also tell about the "Star of the Forest," as Nakomis called the little fire-fly, Wahwah-tay-see; how at the dusk of evening Hiawatha saw the twinkle of its little candle while it was flitting through the forest, lighting up the bushes; how the Indian child sang to the little dancing

fly; also include a study of the little firefly insect; how it belongs to the sheath-winged family of insects; the front pair of wings are hard and horny and used to cover the flying wings when these are not in use; how the wing-covers stand straight out from the body in flight; the jaws are for chewing; the legs are adapted for walking; the light-giving part situated on the sides of the abdomen; the function of the light is unknown to us; the color of the light is a greenish-white.

A study of the moon may follow. Describe the appearance of the beautiful, round moon; the broad white path in the heavens; the flecks and shadows on the moon. Let children cut the different phases of the moon and mount.

During this first month of the year, the subject of Time should not be omitted, the clock being made the center of interest; study of early Time-tellers; telling time by the position of the Sun; for this purpose we have the north star at night; explain the sun-dial; hour glass; water-clock; then the clock; describe pendulum, hands, face, case; exercises in telling time.

Let children cut and fold clocks, indicating face and hands.

Rhythmic games may be used at this time. Children enjoy imitating the rhythmic ticking of the clock and the measured swing of the pendulum.

"A Year Book for Primary Grades" contains some good games.

In a follow-up lesson the use of the ruler in measurement may be referred to. A different kind of measurement than that of the clock but for use in another kind of work to be done in our lives.

This is stock-taking month and all of the equipment should be examined. Looms that are broken should be discarded and new ones made. This work should be done

by the Third Grade children since it offers an opportunity for exercises in measurement and also a lesson in the value of helpfulness.

The 2A class can also help in this work, their part being to thread the looms.

### *FIRST DAY*

#### *Aim:*

To teach the "Land of Ice and Snow" through the built up project.

#### *Plan:*

- (a) Have pieces of *wool* and pass to the children.
- (b) Ask them to *feel* the wool, then feel their clothes and learn if the goods is the same. If not, what is the difference?
- (c) Test for memory of where wool comes from (the source). Ask questions; insist upon good English being spoken in the answers; write the new words and the sentences which the pupils give; gather words for vocabulary.

#### *Aim:*

### *SECOND DAY*

To teach the "Land of Ice and Snow" through the built up project.

#### *Plan:*

- (a) Show pictures of Eskimo people and country.
- (b) Why do these people dress this way?



- (c) Is it as cold here as it is there?
- (d) Do sheep live in the cold country where the Eskimos live?
- (e) Where do these people get the material for their clothes? Show pictures.

### THIRD DAY

#### *Aim:*

To teach the "Land of Ice and Snow" through the built up project.

#### *Plan:*

- (a) Show the reindeer they had used in the December project. Question about the covering of that animal. The warmth in the coat, etc.
- (b) Lead pupils to the knowledge of how the Eskimo uses this coat, skin, etc., for the comfort of himself and family.
- (c) Place silhouette of *reindeer* where all can see it. Have pupils cut, or tear, a pattern of one.
- (d) Select the best pattern, or patterns, for future use. Gather words for vocabulary.

### FOURTH DAY

#### *Aim:*

To teach the "Land of Ice and Snow" through the built up project.

#### *Plan:*

- (a) Show pictures of Polar Bear.

## 140 *The Community Room in the Platoon School*

- (b) Proceed as for lesson about reindeer.
- (c) Gather words for vocabulary.

### *FIFTH DAY*

#### *Aim:*

To teach a lesson of Ethical Value through the story of Agoonack.

#### *Plan:*

Tell story. Ask for content.

### *SIXTH DAY*

#### *Aim:*

To teach how people dress in the "Land of Ice and Snow."

#### *Plan:*

- (a) Dress dolls and jointed figures like the Eskimo Dresses in the flat.
- (b) Have pupils select an *Eskimo name* for the individual doll.

NOTE: Teacher writes some Eskimo names on board.

### *SEVENTH DAY*

#### *Aim:*

To teach the food of the people in the "Land of Ice and Snow."

*Plan:*

- (a) Have children gather around the built up picture and visualize the seas of water and ice.
- (b) Ask if anyone knows if anything could live in the water among the ice.

NOTE: Before this question is asked, question pupils about the waters here: what is on them, in them, etc.

- (c) Write the correct names on the board for vocabulary.

*EIGHTH DAY*

*Aim:*

To teach the food of the people in the "Land of Ice and Snow."

*Plan:*

Same as for 7th Day, enlarging on topic.

*NINTH DAY*

*Aim:*

To teach about the food of the people of the "Land of Ice and Snow."

*Plan:*

- (a) Show silhouettes of Whale, Seal, Walrus, etc.
- (b) Have pupils cut or tear shapes.
- (c) Gather words for vocabulary.

*TENTH DAY*

*Aim:*

To teach through a story of Ethical Value the *Clothing* and *Food* for the Eskimo.

*Plan:*

Tell the story. Have pupils give content.

*ELEVENTH DAY*

*Aim:*

To teach about the *home* of the Eskimo.

*Plan:*

- (a) Talk about our houses. Why we have houses, materials used in the making, etc.
- (b) Would our kind of a house keep the people in the "Land of Ice and Snow" warm? Why?
- (c) Talk about ice. How cold it is to touch. How it will melt if the warm sun would touch it, etc.
- (d) Examine the pictures for the shape of the homes there. How many would like to make one?

*TWELFTH DAY*

*Aim:*

To teach about the *homes* of the people who live in the "Land of the Ice and Snow."

*Plan:*

- (a) Have clay ready for the pupils to work with.
- (b) Pupils make the shapes of the Eskimo houses with clay. Maybe they could make some outside with the snow. Let it get hard and icy. Learn the warmth. Why is it warm?

*THIRTEENTH DAY**Aim:*

To teach about the *methods of transportation* of the people of the "Land of Ice and Snow."

*Plan:*

- (a) Ask pupils about the deep snow, whether they can stay on top of it.
- (b) Sometimes it gets a crust on it. How does that crust come to be on it?
- (c) That crust will not let one go through it (break) unless one is very heavy.
- (d) No truck, or elephants, or big things can go over the snow without going down, down, and perhaps be buried, so the Eskimos thought of a sled that they could hitch dogs to and they use them for carrying what they need. Gather words.

*FOURTEENTH DAY**Aim:*

To teach about the *methods of transportation* of the Eskimo.

## 144 *The Community Room in the Platoon School*

### *Plan:*

- (a) Talk about the sled (kayak) on land.
- (b) Do you think the sleds would do for getting through the water?
- (c) Lead the pupils to recognize the boat as a means of water travel. Gather words.

### *FIFTEENTH DAY*

#### *Aim:*

To teach a story of Ethical Value to be learned from the Eskimo.

#### *Plan:*

Tell story. Get content. Gather words for vocabulary. Teach the commercial value of seals.

### *SIXTEENTH DAY*

#### *Aim:*

To teach the child life of the Eskimo as compared with our children's lives.

#### *Plan:*

- (a) Teach father, mother, family.
- (b) Occupations and activities of Eskimo children.
- (c) Show pictures of some of their toys.
- (d) Pupils make some of our toys.

## SEVENTEENTH DAY

*Aim:*

To test pupils in work of month.

*Plan:*

- (a) Have blocks and other materials on tables for groups which are not telling about month's work.
- (b) Allow choice of work.
- (c) Show grade mark on success chart.

## EIGHTEENTH DAY

*Aim:*

To teach how to make a knot. The Eskimo made knots, so do we.

*Plan:*

- (a) Pass rulers—scissors, cord.
- (b) Write on board a measure to use to cut a length of cord for a knot.
- (c) Pupils measure lengths and cut.

## NINETEENTH DAY

*Aim:*

To teach how to make a *knot*.

*Plan:*

- (a) Pass lengths of cord that were measured on 18th Day.
- (b) Show pupils how to put the ends together and find the center of the cord.
- (c) Hold cord doubled and measured 1" from center along the cord.
- (d) Hold cord together at this point with left hand and with right hand take cord ends, make an O (loop),

pass ends through loop, pull into knot at point being held by fingers of left hand. Repeat for practice.

## *TWENTIETH DAY*

### *Aim:*

To teach a lesson of Ethical Value from the work of the month.

### *Plan:*

- (a) Tell a story. Get the content.
- (b) Plan a booklet on the work of the month.

### *Words for Vocabulary*

ice	reindeer	snow	polar bear
comfort	wool	seal	warmth
Eskimo	walrus	light	people
whale	day	Country	fish
night	dress	Whale oil	flowers
cold	sealskin	north	sheep
Agoonack	material	individual	Northern lights
silhouette	clothes	father	pattern
pictures	mother	pieces	house
family	kayak	dog	boat
harpoon	shape	land	outside
slay	water	choice	crust
recognize	success	heavy	gather
cord	buried	occupation	knot
carrying	activities	center	sled
toys	tie	double	loop

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Story

Booklet



*Summary of Month's Work*

1. Knowledge gained of a different part our Country than our home.
2. Knowledge of a different kind of people,
3.       of habits of these people,
4.       of their food and how obtained,
5.       of their clothing and how obtained,
6.       of their shelter and how obtained,
7.       of their transportation,
8.       of the commercial value of their products,
9.       of the animals native to them,
10.      of their education.
11. Comparison of their lives with our lives.
12. Comparison of their work with our work.
13. What our climate would mean to them.
14. What their climate would mean to us.

## CHAPTER XIV

### *Outline of Community Room Work*

#### *February Month*

"The little things a child can make  
May crude and worthless be;  
It is his effort to create  
Wherein your care should be."

Lead the child to an appreciation as well as an understanding of the various occupations of social life, and thus stimulate an interest in and a respect for manual labor.

Give him as many opportunities as possible for the expression of his thoughts, believing that expression needs to follow impression, and that thought is not complete until it goes forth in action and realizes a finished product.

Only when the child is happy in his work, can we draw out and develop the best that is in him.

The handwork should be of such a nature as to be conducive to home work, and encouragement in this type of work should be the aim of the teacher. In being able to bring the home and school together, the manual work will be serving a high purpose in character building.

In having a variety of work, different sides of the child's nature may be appealed to, and by following a number of these occupations, more handskill and a more general development may be gained.

The first lessons should be as simple as possible. Very young children cannot give accurate work, but the age and ability of the child should be considered, and the results judged accordingly. The representation of an object to the best of a child's ability must be the criterion of success in a primary room.



Pupils furnished the material, measured and cut their own patterns, cut and made the dresses and the apron.



Through stories, present high ideals of character to the children with the hope that, by studying the life of the real hero, they may try to build the same traits of character within themselves. Teach them to be truthful, courteous, courageous, and kind, and that it is the duty of the strong to protect the weak.

February month gives us the birthdays of the heroes of our own country. We study the lives of Lincoln and Washington, for inspiration. Have the children tell whatever they can recall of the lives of these two men from previous studies; ask which one appeals to them most as regarding traits of character.

Talk of Lincoln's home life; the hardships he had to endure; the sturdy character which developed because of these experiences. Follow his boyhood life with his man-life; his kind and gentle nature, and his life as President. Places named in his honor.

Talk of Washington as the happy, manly, boy; of the games he played at school; his love for dogs and horses; his life as a brave soldier; the war with the Indians; his care of his soldiers; crossing the Delaware; why he was chosen President; why he refused to become a king; his home at Mt. Vernon; the places named in his honor (Washington Monument and 176 tablets along inner hall); the tablets were contributed by various cities, states, and foreign countries.

Discuss the heroes of every-day life; foremen; life-savers; life-saving corps; Red Cross organization; brave children, etc. Show through work that many of the comforts and the general equipment found in our homes and schools of today have come to us through the bravery and industry of our forefathers and that it is our duty to try to make the world a better and brighter place to live in.

*Build* with materials the pupils have constructed, a pro-

## 150 *The Community Room in the Platoon School*

ject of Lincoln's home, depicting his home life.

*Teach* maxim of Lincoln's own words, "I'll study and be ready when my chance comes."

NOTE: This maxim will be good to use for the month's blackboard border.

George Washington on his white horse is an attractive model, with a built up project.

### *Words*

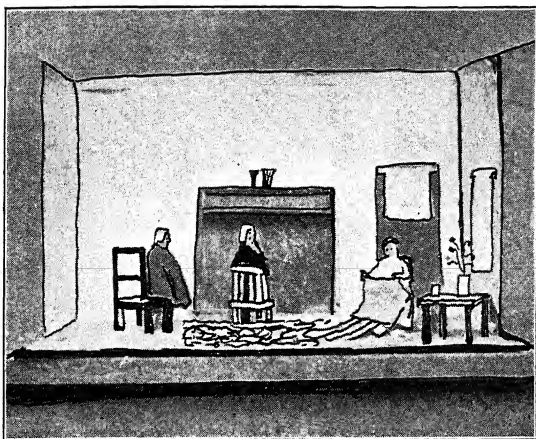
#### *George Washington*

man	boy	baby
soldier	mother	camp
father	flag	family
boat	home	river
clothing	Delaware	country
ice	Virginia	Pittsburgh
Potomac River	Pennsylvania	horses
crossed	dogs	Washington Crossing
cats	hills	Indians
a great city	British	snow
victory	suffer	

#### *Abraham Lincoln*

woods	log house	fire
negroes	coal	slavery
chopped	a kind man	Our Sixteenth President
a tall man	theater	mother
killed	father	Booth

Make booklets of George Washington and Abraham Lincoln.



A built-up project of the visit of George Washington and Robert Morris to see the first flag of the United States made by Betsy Ross.

The room was papered, the furniture was made, the rug on the floor and the other furnishings were made by the pupils.

The construction of the five-pointed star was taught.





## CHAPTER XV

### *Outline of Community Room Work*

#### *March Month*

This month we begin to study Modern Life, Food, Clothing and Shelter as compared with those of our country's early history.

Refer to the farm project and have the children learn, through manual activities, the progress that has been made in home building, clothing, and foodstuffs, bridge building, land transportation.

In connection with this, we call March the sturdy month that prepares the world for the dawn of Spring.

Teach the signs of the coming of Spring, as given to us in the March winds, the budding Pussy Willows, the green grass, etc.

Talk about the wind. What is it?

How can we tell the direction?

Call attention to the noise made by the wind in the trees and telegraph and telephone wires.

Which wind is warm? Which wind is cold?

Of what use is the wind to us?

It is used for drawing water, for turning the fans of the windmills; for blowing against the sails of boats to carry them through the water; for drying our wash; for blowing old leaves and grasses out of the way; for taking the fly-away seed to different places; for changing vapor into rain; for helping to fly kites; for turning pin-wheels and weather-vanes.

What else does the wind do?

Wind destroys plants and flowers; blows down trees,

## 152 *The Community Room in the Platoon School*

houses, and barns; causes sand-storms; destroys ships at sea.

There is a place in our city where a machine tells us how fast the wind is blowing and from which direction it comes. This place is called the Weather Bureau.

Make Weather Bureau flags.

Who was known as the plant wizard? Tell about some of the work he has accomplished.

Why do we love trees and flowers?

Who has made the world so beautiful for us?

Should we care for the trees? Why?

What is a forest? Is it a good thing for us to allow so many trees to grow?

Why is it good? How can we protect these forests?

Tell about the influence of trees upon climate and rainfall.

Have children fold and cut trees.

Suggest to the children to bring a gift for which we will thank the trees. (Such as a ruler, lead pencil, picture frame, doll furniture, paper cutter, pin cushion (from bark of soft wood tree), etc.

### *Springtime*

Do you remember some time before Christmas last year about the leaves falling off the trees, the grass losing the beautiful green color; the snow coming, the sun not being as warm as in the summer, the days becoming shorter?

We learned that winter was coming, that everything would have to be protected from the cold. People began to get warmer clothing, to put coal in their cellars, to put wood in their woodsheds. The birds went away to a place in the world where it was warmer than here.

We still have snow, but the days are getting longer, we do not need so much heat as we did, and the sun is much

warmer, besides the robins are coming back to us.

They will need houses to live in, so we will have to make them some; the peeps will be coming, and we will have to keep them warm and dry by making shelter for them. Now the rabbits will be jumping in the fields; the trees and shrubs will soon be sending out their leaves again; the grass is getting greener; the warm rains are putting water into the earth to help, and all of Nature is awakening from the winter's sleep.

During this month, people will be planting bulbs and seeds so that we can have flowers and vegetables.

### FIRST DAY

#### *Aim:*

To teach about the *wind* and the *change of the season*.  
*Spring*.

#### *Plan:*

- (a) Talk about the wind. What is wind? Can you see it? Can you feel it?
- (b) Illustrate the motion of the air with a fan, or with an improvised instrument.
- (c) Have pupils do something that will cause a 'wind'. Teach "the wind blows."
- (d) Gather words for vocabulary.

### SECOND DAY

#### *Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) How many remember what the last season of the year is called?
- (b) Before winter, what did we do with the fruit and vegetables we had?
- (c) Are they all eaten now?
- (d) Mother Nature is preparing the earth so that we can have more fruit and vegetables. How will we get them now?
- (e) Talk about farms, gardens.

*THIRD DAY*

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Can we plant seeds and bulbs in the ground as it is now? No, it is hard.
- (b) We will have to break it up and loosen it so that the seeds and bulbs can grow, won't we? Will the wind help us?
- (c) How will this be done?
- (d) Would you like to make the tools for the garden and the fields?
- (e) What are tools?

*FOURTH DAY*

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) During the winter season the ground is very cold. Now the warmer winds will help to drive the cold away, and the snows will melt.
- (b) When the snow melts, what will we have?  
NOTE: Illustrate this with snow, brought into school. Melted snow is water. It sinks into the ground.
- (c) What else will Mother Nature give us to help? Mother Nature gives us more heat from the sun.

*FIFTH DAY**Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Tell a story of Ethical Value.
- (b) Have pupils give the content.
- (c) Make reproductions of features of the story.

*SIXTH DAY**Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Will we learn how to make the garden?
- (b) What will we need for the garden?
- (c) Gather words for vocabulary.  
NOTE: Preserve words for next lesson.

*SEVENTH DAY*

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Have pupils select from list what articles they wish to make.
- (b) The correct expression, "I should like to make" should be taught to the children.
- (c) Pupils select materials and tools.

*EIGHTH DAY*

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Pupils read the names of the materials and tools from the board.
- (b) Pass rulers. Talk about size of tools. Write sizes on boards, illustrating with material.
- (c) Pupils measure with ruler.
- (d) Pass pencils. Pupils mark measurements.

*NINTH DAY*

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Question pupils about their work on this day. Why will they make these tools? etc.
- (b) Teacher help pupils with the work.

### TENTH DAY

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Tell a story of a garden.
- (b) Build a garden project. Allow the pupils to rake the earth, etc.

NOTE: Supervise this work very closely.

### ELEVENTH DAY

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Plant seeds. Grass seeds first.
- (b) Each pupil has a *little bit of grass seed* in hand. Pupils march in line past the garden plot and throw the seed on the place selected for the grass.

### TWELFTH DAY

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Talk about a kite. Exhibit one. Examine the parts.
- (b) Pupils make kites. *First Day of Spring*.

### THIRTEENTH DAY

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

Same method as for 11th day, but using *seeds* for flowers.  
*Seeds for vegetables.*

### FOURTEENTH DAY

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Talk about the windmill. Exhibit one. Examine parts.
- (b) Pupils make windmill.

### FIFTEENTH DAY

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Tell story of Ethical Value. Get content from pupils. ("The Wind's Work" is a good story).
- (b) Drill in reading writing from the board.

### SIXTEENTH DAY

*Aim:*

To teach about the *wind* and the *change of season*.



*Plan:*

Pupils get work of 14th Day and try to finish it. Talk about "The Wind's Work."

*SEVENTEENTH DAY*

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Pupils finish work begun on previous days. Talk about the "Wind's Work."
- (b) Those who have finished may work with other materials.

*EIGHTEENTH DAY*

*Aim:*

To teach about the *wind* and the *change of season*.

*Plan:*

- (a) Talk about washing clothes. When they are hung out on the line and the wind touches them, what happens?
- (b) Do they dry so well outside in the winter? What happens?
- (c) Do they dry as quickly inside as outside, when the wind blows, or even with the sunshine? Gather words.

*NINETEENTH DAY*

*Aim:*

To teach about the *wind* and *change of season*.

*Plan:*

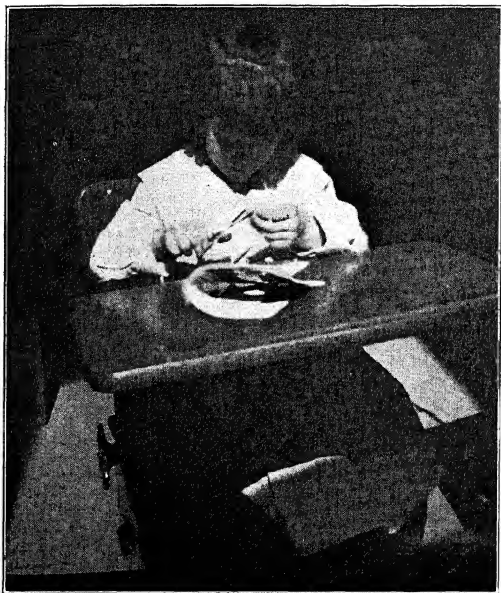
- (a) Exhibit a sailboat. Talk about the parts.
- (b) How is it used? Who ever saw one in water?
- (c) Point to sails. Teach that they are important parts, since when the wind blows against them they move the boat.
- (c) Distribute finished articles, on which are written name and grade.

*Words for Vocabulary*

wind	earth	prepare	vegetables	change
farms	melt	kite	Season	gardens
snow	windmill	Spring	plant	rain
washing	motion	seeds	brought	clothes
air	bulbs	into	hung	fan
ground	school	touches	cause	break
sinks	happens	remember	loosen	learn
dry	year	grow	articles	dried
called	help	taught	drying	Winter
tools	select	quickly	before	hoe
measure	inside	fruit	rake	rulers
outside	vegetables	spade	pencils	sun
eaten	shovel	project	sunshine	Mother Nature
wheelbarrow	allow	sailboat	prepare	cold
plot	prepared	warm	grass	preparing
warmer	flowers			
Story				
Booklet				

*Summary of Month's Work*

1. Knowledge of cold and warmth gained.
2. Comparison of cold and heat.
3. Knowledge of wind. (What it is).
4. What the wind brings at this season.
5. Knowledge of season,
6.                of what the season brings,
7.                of name of month when this season begins,
8.                of condition of earth,
9.                of necessity for new fruits and vegetables,
10.              of what the wind does for us to get them,
11.              of what the sun does to help,
12.              of source of fruits and vegetables,
13.              of preparation and planning of garden,
14.              of tools needed for this work,
15.              of use of wind for transportation of  
                  products,
16.              of commercial value of products.



PREPARING QUILT PATCHES



## CHAPTER XVI

### *Outline of Community Room Work*

#### *April Month*

#### *FIRST DAY*

*Time*—20 minutes then use other materials in room.

*Aim:*

To teach Arithmetic—Reading—Form.

*Plan:*

- (a) Have blocks in containers on the tables.
- (b) Direct pupils to take a certain number of blocks from the containers and make something with them. (Write instructions).
- (c) Test the pupils, questioning the individual about the arithmetic of what was made.
- (d) Talk about the shape of what was made.

#### *SECOND DAY*

*Time*—30 minutes.

*Aim:*

To stress the use of the oblong and straight line in construction.

*Plan:*

Pass oblongs of red paper, blue paper, and other colors.

- (a) Straight line of cardboard 1-2" wide to each child.  
Have paste, etc. on tables.

164 *The Community Room in the Platoon School*

- (b) Have pupils read from board the names of shapes.
- (c) Pupils read directions for making 'flags'. The name 'flag' is known; teach signal (unknown).
- (d) Pupils make the flag.

*THIRD DAY*

*Aim:*

To teach signal started in the previous lesson.

*Plan:*

- (a) Teacher shows one of the flags made during the previous lesson.
- (b) Explain why we use that signal.
- (c) The name of the signal is the *Weather Signal*.

*FOURTH DAY*

*Time—30 minutes.*

*Aim:*

To teach the weather signals.

*Plan:*

- (a) Show the signal.
- (b) Teach the signal for nice weather.
- (c) Have pupils tell about it.
- (d) Write name 'signal' on board. Tell pupils it means 'sign'.



*FIFTH DAY*

*Time—30 minutes. Part time to weave unfinished work.*

*Aim:*

To teach the Weather Signals.

*Plan:*

- (a) Show signal.
- (b) Teach the signals for a storm.
- (c) Have pupils tell how the signal is displayed.
- (d) Pass unfinished work to be completed.

*SIXTH DAY*

*Time—30 minutes.*

*Aim:*

To teach the use of the pennant on the weather signal.

*Plan:*

- (a) Display a weather signal with a pennant.
- (b) Have pupils tell name of shape.
- (c) Teacher write this name on board. Different pupils read.
- (d) Have pupils measure all the sides.

*SEVENTH DAY*

*Time—30 minutes.*

*Aim:*

To teach the special work of Easter Observance.

*Plan:*

- (a) Question pupils for their knowledge of Easter.
- (b) Use the 'Awakening of the Flowers, Trees, Birds, etc.'
- (c) Tell stories about Easter.

*EIGHTH DAY*

*Aim:*

To make an Easter Basket.

*Plan:*

- (a) Pass materials and tools.
- (b) Direct pupils by board directions to make a box by measurement.
- (c) Ask, "What shape have you made?"
- (d) Add handle.
- (e) Paste the edges of colored crepe paper around the box to close the covering. Allow 1-2" to turn under box. Paste. Weave crepe around top.

*NINTH DAY*

*Time—30 minutes.*

*Aim:*

To have free choice of an article to be made using oblong, square, triangle.

*Plan:*

- (a) Use different materials and tools. Pupils plan own work.
- (b) Teacher supervises the work.
- (c) Finish Easter Baskets. Have Easter Party.

TENTH DAY

*Aim:*

To tell a story and have games for Ethical Value.

*Plan:*

Teacher read story. Ask for content. Could we play the story?

ELEVENTH DAY

*Time—30 minutes.*

*Aim:*

To teach *sewing*.

*Plan:*

- (a) Talk about the clothes we wear.
- (b) Are the parts of the same shapes?
- (c) Tell some shapes which we have named you know in your clothes.
- (d) Do you know how these shapes (parts) are put together?
- (e) Teach, "They are put together with a *needle* and *thread*."
- (f) How many shapes are there in one article?

TWELFTH DAY

*Time—30 minutes.*

*Aim:*

To teach *sewing*.

*Plan:*

- (a) How did we learn how our clothes are put together?
- (b) What does a needle look like? (a nail)
- (c) Write needle on board. Have children write it.
- (d) How do you use the thread?
- (e) Pass needles. Pass thread (short piece) for pupils to put in needles.
- (f) How long is the needle you have? The thread?

*THIRTEENTH DAY*

*Time—30 minutes.*

*Aim:*

To teach sewing.

*Plan:*

- (a) Pass strips of cloth. Have pupils measure length and width.
- (b) Pass needles and thread. Thread needles.
- (c) How would you sew? Write this question on the board for silent reading.
- (d) Explain—Push needle through cloth, then back through the cloth again near the place it went through first.

*FOURTEENTH DAY*

*Time—30 minutes.*

*Aim:*

To teach sewing.

*Plan:*

- (a) Pass strips of cloth. Pupils learn to pronounce 'cloth', to write it.
- (b) Measure the strips—length—width.
- (c) Thread needles.
- (d) How will you sew? Write instructions on the board for silent reading.

*FIFTEENTH DAY**Aim:*

To tell a story about sewing which will have Ethical Value. Will we play the story?

*Plan:*

- (a) Pass work of fourteenth day, needles, thread, scissors.
- (b) How many needles do we need at this table?
- (c) How many needle does each *pupil* have.
- (d) How many needles do all at this table have? (The children will probably count for the answer. Ask this question, "Can you get the answer another way? We will count how many pupils are at the table and multiply the needle Mary has by that number.")

*SEVENTEENTH DAY**Aim:*

To teach *sewing*.

*Plan:*

- (a) Pass work of 16th Day, rulers and pencils.

## 170 *The Community Room in the Platoon School*

- (b) Have pupils measure 1" down from top (head) and 1" up from bottom (foot) of cloth and place dots at measurements.
- (c) Write on board, "Connect these dots with a straight line."
- (d) Have pupils measure from right and left sides, *head* and *foot* and connect dots with straight line.

### *EIGHTEENTH DAY*

*Aim:*

To teach sewing.

*Plan:*

- (a) Pass materials and work of 17th Day lesson.
- (b) How many lines did you put on your cloth? How many lines did you draw with your pencil? How many lines did you sew?
- (c) Now make something pretty where the lines cross.

### *NINETEENTH DAY*

*Aim:*

To test for knowledge gained about sewing.

- (a) Talk about the tools and materials used and reasons for making articles.

### *TWENTIETH DAY*

*Aim:*

*Plan:*

To tell a story of the care of clothes.

*Plan:*

Tell the story. Get the content. Why was this story given to us?

- (a) Will we all try to have nice clothes and keep them nice?

*Booklet*

*Summary of Work of Month*

1. The senses are awakened and are being strengthened through Manual Activities.
2. Figure and Word recognition through the Concrete Object.
3. Handling, recognizing, and applying special tools for special work.
4. Production of Special Day (Easter, etc.) Customs through Manual Activities.
5. Building a definite vocabulary.

*Advanced Work*

*FIRST DAY*

*Aim:*

To help where help is needed.

*Plan:*

- (a) Cut out pictures for *black board decorations and for bulletin* display. Help the teacher.
- (b) Pass materials and tools.
- (c) Pupils who had started weaving continue.
- (d) Pupils thread loom with warp.
- (e) Pupils select raffia and weave. Pupils make the same number of stripes alternately, or count for uneven striping. Read dictation from board.

### *SECOND DAY*

*Time—30 minutes.*

*Aim:*

To weave raffia bags. To work on articles already begun.

*Plan:*

- (a) Pass unfinished work and tools.
- (b) Pupils work. Teacher supervises work.
- (c) Place handle on bag so that it will be woven with the bag from the bottom.

### *THIRD DAY*

*Time—30 minutes.*

*Aim:*

To weave raffia bags. To finish article already begun.  
Reading from blackboard.

*Plan:*

- (a) Pass unfinished work and tools.
- (b) Pupils weave. Teacher supervises work.
- (c) When bag is finished, cut warp at one end of loom. Tie alternate warps securely and weave. Sew a border of plaited raffia all around the top of the bag.

### *FOURTH DAY*

*Time—30 minutes.*

*Aim:*

To sew a straight line and apply it in manual work.



*Plan:*

- (a) Pass strips of cloth, tools, etc.
- (b) Explain about a hem. What it means. When it is used. How made.
- (c) Use the *straight line stitch* first. (Sewing straight through).

*FIFTH DAY*

*Time—30 minutes.*

*Aim:*

To sew a hem with the overcast stitch. (Flat).

*Plan:*

- (a) Prepare for work as in lesson of 4th Day.
- (b) When sewing hem and using this stitch put needle through hem at edge—put through the garment or flat piece, then put the needle up through the flat piece, through the edge of the hem, and so on.

*SIXTH DAY*

*Time—30 minutes.*

*Aim:*

To teach color arrangement for work of decorating the "House Beautiful."

*Plan:*

- (a) Pass 2 oblongs of one color and 1 oblong of another color the same width but as long again as the width plus 1 inch.

174 *The Community Room in the Platoon School*

- (b) Cut this long piece in half. Folding through long center.
- (c) Pin to one of the shorter oblongs. Sew.

NOTE: While the girls are sewing the boys can be doing wood work, cutting patterns from squared paper, making curtain poles.

*SEVENTH DAY*

*Time—30 minutes*

*Aim:*

To teach color arrangement.

*Plan:*

- (a) Same as for 6th Day.
- (b) Pin on other narrow oblong on shorter oblong and sew.

*EIGHTH DAY*

*Time—30 minutes*

*Aim:*

To finish work already begun.

*Plan:*

- (a) Pass unfinished work to be finished.
- (b) Since the finished articles will be a pair of curtains, it will be necessary to have a hem for the curtain rods; also, ties.
- (c) After a hem has been finished on the length and width one time, turn down a hem to suit the thickness of the pole. Sew it.

NINTH DAY

Time—30 minutes.

Aim:

To utilize left overs from cutting goods.

Plan:

- (a) Cut as large pieces as you can for quilt patches. Cut squares, oblongs, triangles, straights.
- (b) Fold a long diagonal for a triangular patch.
- (c) Sew the straight edges together with the straight stitch.

TENTH DAY

Aim:

To tell a "Sewing Story" of Ethical Value.

Plan:

- (a) Tell story.
- (b) Get content in Language Practice.
- (c) Have a sewing contest. (Boys and Girls). Suggestion: Sewing on buttons.

ELEVENTH DAY

Aim:

To teach observance of Special Day (Easter). To make Jonquil of Crepe Paper.

Plan:

- (a) Teach relation of Easter Time with Springtime.
- (b) Pass squares of yellow and squares of white crepe paper. Prepare the *Jonquil* and assemble it.

### *TWELFTH DAY*

*Aim:*

To teach Nature's Products in Manual Activities.

*Plan:*

- (a) Pass construction papers for book cover—Tools.
- (b) Dictate the work from board. (Writing).
- (c) Measuring—cutting—punching holes—tying.
- (d) Cut, or tear, pattern of bird and paste it on cover.  
It is a good plan to get all the parts ready and assemble all at once.

### *THIRTEENTH DAY*

*Aim:*

To teach the value of a pattern for cutting or for sewing.

*Plan:*

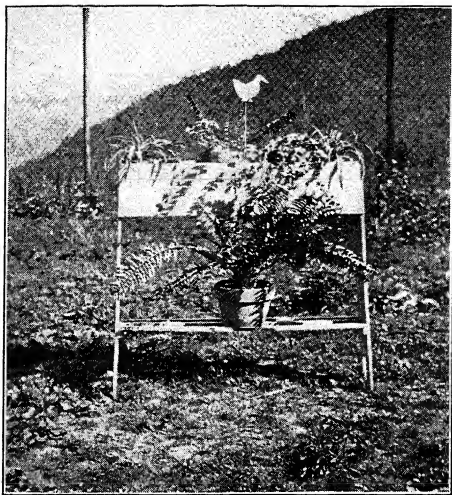
- (a) Teacher have pupils "square" a piece of paper into one inch squares.
- (b) Teacher place a picture of one on the board.
- (c) Teacher begins to trace the pattern through the squares—pupils following her. When tracing is finished cut it carefully so as to make a stencil. Questions about preparing the stencil.

NOTE: Make 1-2 of pattern for clothes.

### *FOURTEENTH DAY*

*Aim:*

To play dominoes for the value of social activities.



Arithmetic was taught while the flower box was in the process of construction.

Art was discussed in the arrangement of the plants.

A child "topped off" the picture with a garden marker he had made with a bird pattern.



*Plan:*

- (a) Each pupil (at different tables) takes 7 dominoes from the "shuffle" on the table at which the pupils are seated.
- (b) The *double-six* is found and placed in position to play the game.
- (c) The teacher flashes a domino card (as her part in the game) and pupils hunt its 'match' among the ones they have.
- (d) Those who have it place it in the proper position on the table.
- (e) When domino is called the pupils count 'spots' for the score.

NOTE: Of course the paper, pencils, and score-keepers have been ready before the game started.

*FIFTEENTH DAY*

*Aim:*

To tell a story of Practical Value relating to patterns.

*Plan:*

- (a) Tell story. Get content.
- (b) Impress pupils that anything can be called a pattern. A good boy or girl is a good pattern for people to be like.

*SIXTEENTH DAY*

*Aim:*

To teach the change from Woolen clothing to cotton and silk.

*Plan:*

- (a) Review lessons about the change of the weather from cold to warmer.
- (b) Do we need our Winter clothes now? Why?
- (c) What materials will we need now?
- (d) The source of the *Cotton*.
- (e) The source of the silk.

*SEVENTEENTH DAY*

*Aim:*

To teach cutting for sewing.

*Plan:*

- (a) Pass cloth, patterns, tools.
- (b) Fold cloth or paper so as to cut it double.
- (c) Place pattern on cloth and cut.
- (d) Place edges together and sew 1-2 inch from edge.

*EIGHTEENTH DAY*

*Aim:*

To teach to finish an article already begun.

*Plan:*

- (a) Pass unfinished work and tools for work.
- (b) Teacher writes directions on the board.

*NINETEENTH DAY*

*Aim:*

To teach to finish an article already begun.



*Plan:*

- (a) Pass unfinished work and tools for work.
- (b) Pupils read directions from board.
- (c) Teacher supervises work.

*TWENTIETH DAY*

*Aim:*

- (a) To tell a story of Ethical Value.
- (b) To play dominoes.

*Plan:*

- (a) Tell story.
- (b) Get content. Dramatize story.

*Advanced Work*

*FIRST DAY*

*Time—30 minutes.*

*Aim:*

To teach the use of Nature's products in clothing and home furnishings.

*Plan:*

- (a) Pass sheets of paper 6x9, rulers, pencils, etc.
- (b) Measure 1 inch squares. (Block the paper).
- (c) Pupils follow the teaching in outlining the pattern in blocks (Butterfly). Cut pattern carefully so as to preserve the stencil. Test for preparation for preserving it.

*SECOND DAY*

*Time—30 minutes.*

*Aim:*

To construct butterfly for decorative purposes.

*Plan:*

- (a) Pass paper and tools for cutting.
- (b) Cut and decorate according to individual wish.

*THIRD DAY*

*Time—30 minutes.*

*Aim:*

To teach pupils to finish work begun.

*Plan:*

- (a) Pupils get own work, tools, etc.
- (b) Teacher supervises the work.

*FOURTH DAY*

*Time—30 minutes.*

*Aim:*

To teach how to make home furnishings.

*Plan:*

- (a) Pass tools for sewing. Squares of white muslin. A pattern (to each) which the class has previously prepared.

- (b) Pass a butterfly pattern of cloth. (For economy of time and because of procuring the cutouts from pieces we pass the cloth patterns prepared by the teacher).
- (c) Pin in center of square.
- (d) Pupils sew on, using the overcast stitch.

### FIFTH DAY

*Time*—10 minutes for story. 20 minutes for work.

#### *Aim:*

To tell a story of sewing which will have ethical value.

#### *Plan:*

- (a) Plan the story to suit the work the pupils are doing. It is nice to give them an original one.
- (b) Get the content.
- (c) Pupils work.

### SIXTH DAY

*Time*—30 minutes.

#### *Aim:*

To apply Nature's products to decorations.

#### *Plan:*

- (a) Pass squares of *yellow* and squares of white crepe paper. (Previously prepared by teacher for economy of time).
- (b) Roll the square of yellow into a *cylinder* form and paste the edges together, overlapping them about 1-4 inch.

- (c) Fold the square of white crepe paper for cutting the petal shape.
- (d) Pinch one end of the yellow cylinder together and draw through the hole made in the center of the square of white.
- (e) Pass strips of cardboard for stems for flowers and a leaf shape of green crepe paper.
- (f) Finish the flower by pasting, wrapping the stem and inserting the leaf.

### *SEVENTH DAY*

*Time—30 minutes.*

*Aim:*

To make an Easter Basket.

*Plan:*

- (a) Pass oak tag, tools, rulers, pencils.
- (b) Construct box by measurement. Paste and trim edges even. Place handle.
- (c) Cover box with crepe paper. Leave handle uncovered. (Place paper 1-2 inch below bottom of box all around. Turn under and paste).
- (d) Ruffle, or turn down edge of crepe paper.

### *EIGHTH DAY*

*Time—30 minutes.*

*Aim:*

To make flowers.

*Plan:*

- (a) To make a Jonquil.
- (b) Pass materials and tools.
- (c) Pupils do the work under the teacher's supervision.

*NINTH DAY*

*Aim:*

To teach the *application* of Weaving in *decoration*.

*Plan:*

- (a) Have pupils plan a straight line pattern for bag, rug, etc.
- (b) Count the different color stripes. Make both ends alike, body of one color, or striped.
- (c) Apply Arithmetic and Reading.

*TENTH DAY*

*Aim:*

To tell a story of Ethical Value "The Little Weavers."

*Plan:*

Tell story. Get the content.

*ELEVENTH DAY*

*Aim:*

Day).

To teach the observation of Special Days. (Easter

*Plan:*

- (a) Pass squares of paper to be "squared" for flower pot pattern.
- (b) Proceed as in former lessons.
- (c) Cut out a contrasting color 1 inch wide and the shape of the top of the pot.
- (d) Paste this on pot at an equal distance all around from the top of the pot.
- (e) Along the border line of this strip (where it touches the pot) cut 1-4 inch from the edge.
- (f) Measure for parallel lines.
- (g) Prepare weavers (woof) and weave.

*TWELFTH DAY*

*Time—30 minutes.*

*Aim:*

To teach sewing.

*Plan:*

Prepare "squared" paper for pattern of 1-2 *doll's* bloomers.

- (b) Draw and cut pattern, preserving a stencil.
- (c) Questions on size of pattern, shape. How get a *whole* when you have only 1-2, etc.

*THIRTEENTH DAY*

*Time—30 minutes.*

*Aim:*

To teach how to cut the pattern from written directions.

*Plan:*

- (a) Pass materials and tools.
- (b) Fold material for middle of pattern.
- (c) Place pattern on and pin. Teach how to pin on a pattern.
- (d) Cut the pattern.

*FOURTEENTH DAY*

*Time—30 minutes.*

*Aim:*

To teach sewing.

*Plan:*

- (a) Pass materials and tools for making doll's bloomers.
- (b) Teach how to place edges of cloth together for sewing. Pin to hold in place.

*FIFTEENTH DAY*

*Aim:*

To tell a story about clothes.

*Plan:*

- (a) Tell story.
- (b) Get content.
- (c) Work.

*Aim:*

*SIXTEENTH DAY*

To play dominoes.

To teach to finish an object already begun.

*Plan:*

- (a) Pass unfinished work and tools for work.
- (b) Pupils work from directions on board.

*SEVENTEENTH DAY*

*Aim:*

To teach sewing.

*Plan:*

- (a) Pass paper and tools for constructing a pattern for an apron.
- (b) Proceed as with pattern in previous lessons.

*EIGHTEENTH DAY*

*Aim:*

To teach sewing.

*Plan:*

- (a) Pass the materials and tools for making a doll's *apron*.
- (b) Teach how to place parts together—*hem, trimming*, and hem if trimming is used.

*NINETEENTH DAY*

*Aim:*

To teach to finish an object already begun.



*Plan:*

- (a) Pass unfinished work and tools for work.
- (b) Pupils work from dictation on board.

*TWENTIETH DAY*

*Aim:*

To tell a story of home life, pertaining to food, clothing, and shelter.

*Plan:*

- (a) Tell a short story and have a discussion of the content.

## CHAPTER XVII

### *Outline of Community Room Work*

#### *May Month*

The field for observation has widened greatly with this month. The birds should receive special attention. They are here for the Spring, Summer, and Autumn months. Encourage observation of the changes in everything about us; i.e., the sun is warmer, the grass is greener, the snow melts quickly, the days are longer, etc. *May Day* should be observed.

Have the pupils make spring flowers. The narcissus, the crocus, violet, etc.

Have them make May baskets; relate May Day customs; garlands may be cut for decorating the room; May party crowns made of manilla paper; interlacing strips; decorating with colored squares or circles; with birds; with bird houses.

Memorial Day should be celebrated this month. Recall the talks about soldiers. Now we have the occasion to honor their memory by means of flowers. Soldier caps may be made; our flag used in a parade; Salutation of flag; singing of patriotic songs.

Flowers grown by pupils could be sent to a sick soldier.

Enlarge upon the subject of modern life; discuss the school and the church and the life represented by each of these.

Group the various models that have been constructed up to this time and by means of these represent a modern village.

Make a study of the parts of a bird as the pupils have



### FIRST GRADE

Scraps of wood from the work done by Second and Third Grade pupils *wisely* used with the saw, nails, and hammer. Note the squares and triangles made.

This work is done by pupils who have worked faithfully with the square, oblong, and triangle in paper.



### SECOND GRADE

Pupils chose their own work. The variety of work is proof positive that a child is an individual.



studied the parts of the different articles they have made. Talk about how a bird keeps clean; in what kind of houses they live; what kind of tools they use; what kind of materials they use.

Emphasize the true relation of birds to man and teach the pupils to encourage and protect the bird about their homes. Suggest providing nesting places, feeding places, and drinking places for them.

Make small houses of cardboard, or wood, or use both materials. Use these houses in building the city which is separated from the farm by water over which a bridge is built. Methods of transportation shown.

### *FIRST DAY*

#### *Aim:*

To teach about May Day.

#### *Plan:*

- (a) Direct pupils' thoughts to this month of the year.
- (b) Custom of ushering in this month with the festival.
- (c) May Pole—measure length—how many streamers?

### *SECOND DAY*

#### *Aim:*

Tell a story bearing on the activities of the May Day Festival to get pupils' reaction.

#### *Plan:*

- (a) Tell story.
- (b) Get content from pupils by questions.

### THIRD DAY

*Aim:*

To test for memory of Arithmetic Drills.

*Plan:*

- (a) Use blocks in unit formations.
- (b) Have pupils tell the number of blocks in the unit.  
The number of blocks used to fill the spaces.
- (c) Teach the addition of the *unit* and the *filler*.
- (d) Teach—this process is addition of different elements.
- (e) Write this word (addition) on the board.
- (f) Associate it with the plus sign.
- (g) Both mean the same process in Arithmetic.
- (h) Adding to anything makes *more* of that thing.

### FOURTH DAY

*Aim:*

To review addition with varieties of objects.

*Plan:*

- (a) Use straws for the materials with which to work.
- (b) Direct, by writing on board, pupils to take a certain number of straws and lay them on the table in front of them.
- (c) Direct pupils (by writing on board) to take the same number of straws and lay them *near* the others. (Not *beside* them).
- (d) Direct pupils to count the number of straws in first lot.
- (e) Direct pupils to count the number of straws in second lot.



### THIRD GRADE

Advanced work made from written directions given to each pupil, or self-selected. The boy on the rail is a very good constructionist in the First Grade. He has the Community Spirit — happy at the success of his neighbors.





- (f) Teacher: "Everybody sit up now and fold your hands, and close your lips and listen to me.

(1) I place six straws in a line. That is *one* line.

(2) I place six straws in another line. That is *two* lines I have."

(3) Pointing to first line, teacher says, "I have 2 times 1 line."

Teacher writes on board.

In *one* line I have six straws.

In 2 lines I have 2 times 6 straws or 12 straws.

NOTE: Write this on a part of the board where it will be preserved.

### SIXTH DAY

*Aim:*

To review the words Multiplication—Multiply.

*Plan:*

- (a) Review the process used on 5th day using a different object.
- (b) When two lines of the object are side by side and the answer is given, write the words multiplication—multiply.
- (c) Write 2 times 3 squares are 6 squares.  $2 \times 3 = 6$ .

### SEVENTH DAY

*Aim:*

To teach the value of addition in life situations.

*Plan:*

- (a) Have one pupil at the board to demonstrate through his work how to procure enough material to finish an object which he is making.

Ex. Pupil's desire is to make a chair.

- (1) Place a chair where all can see it.
- (2) Pupil is working with *chalk* now.
- (3) Pupil places first lines in the building of a chair. Counting is required. If the pupil cannot count right the teacher asks one of the 'audience' to tell the required number.
- (4) If the builder did not have enough lines in his plan (drawing) the other pupils taught him how to *add* them.
- (5) Follow this process through the completion of the chair.
- (6) All pupils will participate.

*EIGHTH DAY*

*Aim:*

To allow free expression in choice of work and material.

*Plan:*

- (a) Have materials on tables and in different parts of the room.
- (b) Children pass quietly to seats on entering the room.
- (c) Teacher explains the situation and tells the children to use their *brains* now and *think* what they would like to make and what kind of material should be used.
- (d) Teacher tells pupils to *go to work* now. Teacher guides the selections.

### NINTH DAY

*Aim:*

- (a) To allow free expression in choice of work and material.
- (b) Control work by recalling to the pupil what has been learned through counting, adding, multiplying.

*Plan:*

Same as for 8th day.

### TENTH DAY

*Aim:*

To tell a story of workers and helpers.

*Plan:*

- (a) Tell story. The child is the worker.
- (b) What are the child's helpers? Their bodies.
- (c) Explain how the bodies are helpers.

### ELEVENTH DAY

*Aim:*

To teach Arithmetic; a situation created by the necessity for moving tables.

*Plan:*

- (a) Place tables as desired.
- (b) Comparisons of *large* and *small* tables.
- (c) Tables to be placed according to size.
- (d) Placing 5 chairs on each side of table.

(e) How many *sides* on the table?

(f) How many *ends* on the table?

NOTE: The children have learned *sides* and *ends* while using the ruler. Teacher gets pupils' knowledge of these parts of the table from what they have learned about the ruler and are applying it in another situation. Speak of the *shape* of the tables.

(g) If the table has *two sides* how many chairs will we need? Write  $2 \times 5 = 10$ .

(h) Is the *end* of the table as *long* as the side?

(i) Which is *longer*, the *side* or the *end*?

(j) How many chairs can be placed at the *end* of the table? At two ends?  $2 \times 1 = 2$ .

(k) Will there be plenty of room for working?

(l) Will we place two chairs there? How many?

(m) At this table how many chairs are at the *sides*? How many at the *ends*? How many at the table?

(n) How many *large* tables are there? How many chairs are needed for these three large tables?  $3 \times 12 = 36$ .

(o) We have how many *small* tables?

(p) How many chairs can be placed around *one* of these tables so that we can work comfortably? *Four*.

(q) How many *small* tables are there? How many chairs will we need for all?  $3 \times 4 = 12$ .

### TWELFTH DAY

#### *Aim:*

To permit free construction through the use of straws.

#### *Plan:*

(a) Have straws of different lengths in center of tables.

- (b) Explain to children that they may make anything they wish to from straws.
- (c) Teacher observe the working.
- (d) When a pupil has finished, ask "How many straws did you use in this part of your ———? In this part? How many all together?"
- (e) When you put *this* (part of the article) and this together you are doing what? (Adding).
- (f) When we put numbers together in this way to form one number what do we call the process?

### THIRTEENTH DAY

#### *Aim:*

To teach knotting.

#### *Plan:*

- (a) Show pupils some knotted work and ask them if they would like to make something by using the knots.
- (b) We will have to learn how to make a knot first.
- (c) What do we need? Yes, cord will do.
- (d) On the table you see rulers, scissors, cord. What do we do with the rulers? With the scissors? With the cord?
- (e) Now we will get a piece of cord. Purposely, the cord is of different lengths. The pupils measure the length of the piece taken. Find the middle. (Teach the word *center*).
- (f) Double the cord. (Place the ends of the cord together and find the center). (Explain the meaning of double).
- (g) Demonstrate how to tie a *knot*.
- (h) Pupils tie a *knot*.
- (i) Collect work for next lesson.

*FOURTEENTH DAY*

*Aim:*

To teach knotting.

*Plan:*

- (a) Pass the work of the previous lesson.
- (b) NOTE: In 1B the children cannot write their names or their grades well so the work is passed without regard to who has done it. In 1A the children must attach their names and grade to their work. Each one proceeding to add to the work as individuals.
- (c) Proceed as in former lesson after a review. Teacher guides.

*FIFTEENTH DAY*

*Aim:*

To work through a story of ethical value relating to "Why We Work."

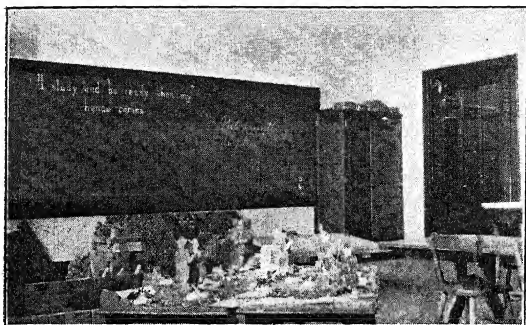
*Plan:*

- (a) Teacher tells a story about why everybody should do something useful. Make the story *short*.
- (b) Pupils continue to make knots.
- (c) The 1A pupils use the ruler to hold their work.

*SIXTEENTH DAY*

*Aim:*

To teach knotting.



Teaching the Purpose of Memorial Day.  
The soldiers' plot in the cemetery is represented  
in the project.

At the top of the board are the words of  
Abraham Lincoln.





*Plan:*

- (a) Have work on tables as soon as possible after pupils come in if it is not possible to place it there before they come in.
- (b) Rulers and other materials must be passed quietly and systematically for economy of time.
- (c) Write directions on board. Pupils follow by silent reading. Use about 10 minutes of the time for this work.
- (d) Pupils continue to make knots.

*SEVENTEENTH DAY*

*Aim:*

To make a second knot thus joining the cords used in previous lessons.

*Plan:*

- (a) Demonstrate by drawing on the board how to lay the cords for tying the second row of knots.
- (b) Pass materials and rulers.
- (c) Tie the knots. NOTE: The teacher will have to give this part of the work close supervision.
- (d) Collect work.

*EIGHTEENTH DAY*

*Aim:*

To finish the work of knotting.

*Plan:*

Proceed as in previous lesson.

*NINETEENTH DAY*

*Aim:*

- (a) To finish the articles on which work was begun.
- (b) To teach use of finished article.

*Plan:*

- (a) Gather all cord ends and tie with another string.
- (b) Demonstrate how *bag* can cover bottle, box, etc.

*TWENTIETH DAY*

*Aim:*

To tell a story that will teach the pupils the value of finishing the work they have begun.

*Plan:*

- (a) Tell the story.
- (b) Refer to the work the pupils have been doing.
- (c) Those who have finished are happy, 1. Because they have made something useful, 2. Because they can take it home, 3. Because they have made father and mother happy, 4. Because sister and brother are happy, 5. Because they have made something pretty that will hold a bottle that they can put flowers in.
- (d) Those who have not finished can take their work home to finish it.
- (e) Be sure to finish the work yourself—if anyone else finishes it it will not be *your* work.

*Summary of Month's Work*

1. Another of the spring months is revealed.
2. Special Day customs taught. May Day. Memorial Day.
3. Kindness to birds emphasized.
4. The habits and homes of the birds.
5. The different kinds of birds.
6. The kinds of birds that can live in this climate.
7. Different from the kinds of birds that live where it is much warmer.
8. The migration of the birds.

## CHAPTER XVIII

### *Outline of Community Room Work*

#### *June Month*

June is the month when the freshness and beauty of Nature is revealed in all its fullness.

June is called the month of roses.

Include talks about how the plants eat, sleep and work and how they help each other, what they will do all summer, how they will prepare blossoms and seeds.

Discuss vacation preparations. The recreations and joys of vacations, excursions; travels by land and water; primitive modes of travel; use of oxen, horses, locomotives, trains, boats, and sailing vessels.

DEVICE	MODEL	MATERIALS AND TOOLS
Cloth	Flag	Cloth, scissors,
Paper		needle, thread, paper.

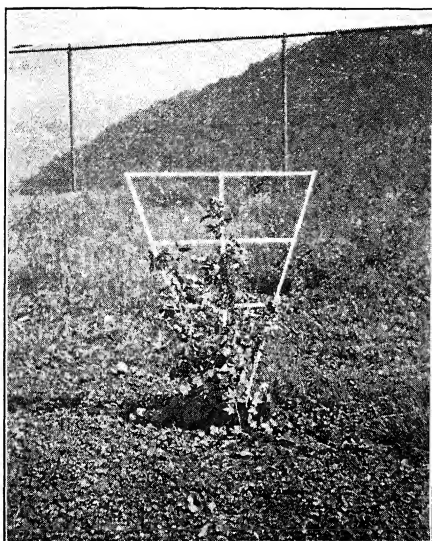
While the subject matter and the actual experience of Memorial Day is still fresh in the minds of the pupils, the subject of "Flag Day," June 14th, can be worked out to advantage.

Making flags and having flag drills have left their impressions and an oral drill of why we have the flag, the materials used in making our flag, the colors in our flag, the five-pointed star, will lead us to the question of why we have "Flag Day" celebration.

#### *Exercise:*

Ques.—What is the name of our flag?

Ans. —The name of our flag is the United States Flag.



The parts of the trellis were measured and counted in its construction. The flowers are artificial.



Ques.—What are the colors in our flag?

Ans. —The colors in our flag are red, white and blue.

Ques.—Why are these particular colors used.

Ans. —*Red* means courage. *White* means purity. *Blue* means loyalty.

Ques.—How is our flag made?

Ans. —Our flag is made with red stripes on a white field, and an oblong of blue in the upper left corner.

Ques.—What do we call *this*?

Ans. —This is called the blue field.

Ques.—What is placed in the blue field?

Ans. —A white star representing each state is placed in the blue field.

Ques.—How many stars were in our first flag?

Ans. —Thirteen stars were in our first flag.

Ques.—How many stars are in our flag now?

Ans. —Forty-eight stars are in our flag now.

Ques.—How many stripes are in our flag now?

Ans. —Our flag has thirteen stripes.

Ques.—Why is the number *thirteen* used?

Ans. —Thirteen states were united first.

Ques.—When our flag is used how should it be displayed?

Ans. —Our flag should be hung with the stripes horizontal and the blue field in the upper left corner.

Ques.—When our flag is raised to the top of a pole how should it be placed?

Ans. —When our flag is placed at the top of a pole the blue field is placed next the rope on which it is raised and the stripes should be horizontal.

Ques.—Should the flag be folded or draped when it is used?

Ans. —The flag must not be folded. It must hang from the end in which the blue field is placed, with the stripes running to the right.

Ques.—Why do we have “Flag Day” exercises?

Ans. —The exercises on Flag Day teach us to have reverence for our flag, which is our country’s emblem, and to protect it at all times.

Ques.—How should the flag be taken from the pole, or rope, from which it is suspended?

Ans. —The flag should be gently and reverently lowered. If the flag is large more than one person should handle it. It should not touch the ground, should be folded corner to corner, then should be placed away very carefully and covered to protect it from the dust.

Ques.—On each day at which buildings should our flag be placed?

Ans. —The flag should be placed on each public building each day.

Ques.—When should the flag be placed there?

Ans. —The flag should be placed there in the morning and remain until evening.

Ques.—In soldiers’ camps what is done while the flag is being raised and lowered?

Ans. —Music is played by the band.

Ques.—What is this music called?

Ans. —It is called “To the colors.”

Ques.—When our flag is passing us in parade what should we do?

Ans. —We should stand in silent salute.

Ques.—What does silent mean? *Let us stand in silent salute.*

Ans. —Silent means quiet.

## *FIRST DAY*

*Aim:*

To teach the reason of *our flag*.



*Plan:*

- (a) Display our flag and ask questions about it.
- (b) Why do we have a flag?
- (c) Where do we use it?
- (d) Point to our flag in this room.
- (e) What are the colors in our flag?
- (f) These straight lines of colors are called stripes.  
(Teacher writes the word. Pupils make sentences).
- (g) Let us count them.

*SECOND DAY**Aim:*

To teach the *reason we have our flag*.

*Plan:*

- (a) Show pictures of the flags of other countries. Talk about why each country has a flag.
- (b) Talk about our country and then about the reason why we have *our flag*.
- (c) Distribute small flags.  
Ex. A parade and song—"Soldier Boy."

*THIRD DAY**Aim:*

To teach about *our flag*.

*Plan:*

- (a) Ask pupils to tell where *our flag* is displayed besides in our room.

- (b) Where displayed besides in each room of the school.
- (c) Is it displayed any other place?

#### FOURTH DAY

*Aim:*

To teach about *our flag*.

*Plan:*

- (a) When you put your clothes away, or put your work away, it must be carefully done. How should we put *our flag* away?
- (b) Pupils should be drilled thoroughly in this action. A flag should be used for the purpose. Gather words.

#### FIFTH DAY

*Aim:*

To teach about *our flag*.

*Plan:*

- (a) Tell a story of ethical value bearing directly on the *history* of our flag.
- (b) Question pupils to get content.  
NOTE: Pay particular attention to their expressions.
- (c) Gather words.

#### SIXTH DAY

*Aim:*

To teach about *our flag*.

*Plan:*

- (a) Use a dowel rod for a flag staff.
- (b) Have some clay and make an attractive base.
- (c) Arrange a pulley effect for raising and lowering the flag.
- (d) Attach a cord, to which attach a flag.

NOTE: Make these large enough for all classes to work with.

*SEVENTH DAY**Aim:*

To teach about *our flag*.

*Plan:*

- (a) Appoint two pupils to take charge of the flag which has been carefully laid away in a box.
- (b) Pupils get box and bring forward to flag staff.
- (c) *Both* open the lid at one time.
- (d) *One* lifts *the* flag reverently and keeps it folded.
- (e) Both open the flag reverently and stretch it out.
- (f) Then it is fastened to the cord with the *blue field up*, and drawn up.

*EIGHTH DAY**Aim:*

To teach about *our flag*.

*Plan:*

- (a) Review lesson of previous day.
- (b) Teach pupils they should stand in silent salute while flag is rising.
- (c) In soldiers' camps, etc. the band plays.

*NINTH DAY*

*Aim:*

To teach about *our flag*.

*Plan:*

- (a) Show flag pole ready with flag at the top. Time morning.
- (b) The flag is to be lowered at evening.
- (c) Pupils are appointed to receive it when it is lowered.
- (d) If possible have music.
- (e) Silent tribute; pupils receive flag reverently; place it in box. March away.

NOTE: The flag must not at any time touch the ground.

*TENTH DAY*

*Aim:*

To teach about *our flag*.

*Plan:*

- (a) Tell a story of civic value.
- (b) Get the content from the pupils.
- (c) Teach about the position of the flag when a high official dies.

- (d) Teach what this position is called.

NOTE: This position is called *half-mast*.

### ELEVENTH DAY

*Aim:*

To teach the value of finishing work already begun.

*Plan:*

- (a) All work should be examined.
- (b) Pupils whose work is finished may be rewarded by taking the work home.
- (c) These pupils can then help those who have not finished.

### TWELFTH DAY

*Aim:*

To teach the value of finishing work.

*Plan:*

- (a) Same as for previous day.
- (b) Those pupils who have finished and are not helping the others with their work, can work with blocks, straws, chairs and use combinations for memory tests.

### THIRTEENTH DAY

*Aim:*

To teach about the end of the school term.

*Plan:*

- (a) Talk about the work on hand. *Gather words.*
- (b) Is it the proper thing to do to leave our work unfinished?
- (c) Is it the proper thing to do to leave off the name and grade of the worker?
- (d) What should be done with unclaimed work?  
Ans. It should be sold.
- (e) We will examine all the work that is here.

*FOURTEENTH DAY*

*Aim:*

To teach about the work at the end of the school term.

*Plan:*

- (a) Same as for 13th Day. Arrange for rummage sale.

*FIFTEENTH DAY*

*Aim:*

To teach about the work at the end of the school term.

*Plan:*

- (a) Tell a story of ethical value.
- (b) Gather content of the story from pupils.
- (c) Apply to working plan for the end of the school term.

*SIXTEENTH DAY*

*Aim:*

To teach about the work at the end of the school term.

*Plan:*

- (a) Pupils continue work that is not finished.
- (b) Pupils arrange tables for rummage sale.
- (c) Pupils buy and sell articles. Gather words.

*SEVENTEENTH DAY*

*Aim:*

To teach about the work at the end of the school term.

*Plan:*

Same as for previous day.

*EIGHTEENTH DAY*

*Aim:*

To teach how to leave the room in proper order.

*Plan:*

- (a) Have pupils prepare the places to receive the blocks, etc. which are to be put away over vacation.
- (b) Have pupils sort blocks and other materials and arrange them properly in the boxes.

*NINETEENTH DAY*

*Aim:*

- (a) To teach how to leave the room in proper order.
- (b) Make booklet.

*Plan:*

Same as before.

*TWENTIETH DAY**Aim:*

To teach about healthful vacation doings.

*Plan:*

Have conversation.

*Words for Vocabulary*

reason	Picture	away	fastened
flag	other	work	field
display	countries	carefully	previous
questions	beginning	should	silent
why	time	drilled	salute
where	our	action	firing
point	distribute	purpose	rising
what	small	gather	soldiers
colors	activity	story	camps
straight	parade	history	band
lines	song	question	playing
called	besides	attention	ready
stripes	room	dowel	lowered
count	school	flag-staff	signal
them	other	clay	receive
clothes	place	attractive	position
raising	arrange	base	finish
lowering	pulley	classes	examine
measuring	large	reverently	reward
cord	enough	folded	combine
term	rummage		



*Summary of Month's Work*

1. Pupils received instructions about handling our flag.
2. Pupils received instructions in patriotism.
3. Pupils received instructions in reverence for our flag.
4. Pupils learned what the colors mean.
5. value and reward of finishing work.
6. value of unfinished work.
7. about the work at the end of the school term.
8. the value of salvaged materials and articles.
9. the value of working with real money.
10. the necessity of real money.
11. the position in and the relation of their community to the other parts of this world in which we live.

## CHAPTER XIX

### *Suggestions for the Farm Project*

#### *All Grades—1-2-3*

##### *Aim:*

1. Erect buildings, etc., illustrating a farm.
2. To teach the source of Food, Clothing and Shelter.

##### *Plan:*

1. Build house, or use one already built.
2. Make fences, gates, pig pen, barn, garage, sheep pen; part of barn for horses, part of barn for cows; illustrate people, animals, grass, hay, flowers, well, pump, fowls, birds, etc.
3. Use celluloid figures as well as those the children make.
4. Develop apples, green, red, yellow. Sort the colors in materials.
5. Show source of coal, water, oil, etc.

NOTE: While this is being done, ask questions about:

- (a) Where do we find coal and gas?
  - (b) How does the coal get into the earth?
  - (c) Are the hills the only place where coal is obtained?
  - (d) What is the work of getting coal out of the earth called?
  - (e) What name is given to the people who mine the coal?
6. Treat water in the same manner—from its source to its part in Industry and Commerce.

7. Treat oil and the products of the hills and valleys in the same manner.
8. Study the work of the farms. What are the people who work on farms called?
9. Why do we have farms?
10. *At the house* have the people and domestic animals, house furnishings, flowers, garden, etc.
11. *In the barnyard* have barn and cows, horses, pigs, etc. Shelter for each. Tell the stories about: The Old Woman and Her Pig, Three Little Pigs, Little Gray Pony.
12. *Near the house* have a chicken yard, coops, Chicken Little, Little Red Hen.
13. *Near barnyard* have sheep, shepherd dog, Little Bo Peep.
14. In a field near the house, but behind a hill have a haystack, with Little Boy Blue fast asleep.
15. In another field have an auto truck, hay wagon, men and boys working, boys carrying water.
16. Have a pond nearby with ducks, Lucky Ducky, ducks with Mother Hen, etc.
17. Have a hill near the house with a spring part way up, Jack and Jill *going up* after water.
18. Three Little Kittens.
19. Hare and Tortoise and other animals named in the Reading books.

### *Activities:*

Pupils have choice of work for the building of the project: wheelbarrows, hoe, spade, rake, etc.

NOTE: During the planning of the farm, use the shapes which the pupils have learned: squares, oblongs, triangles—

1. of different sizes.

2. in combinations.
3. use measurements in construction.
4. paint, for preserving, the wood, tin, or whatever the material may be.

*Advanced Pupils*

*Plan:*

- (a) What would happen to us if we were on a farm with no house of any kind and rain would fall?
- (b) Is it good for our health if we get wet?
- (c) Then we must have *shelter*. What do we mean when we talk of shelter?  
Ans. A house is *shelter* for a family.
- (d) Of what are houses made?
- (e) What is needed to make a house?  
Ans. Wood, etc.
- (f) Where would the people get the wood?

*Aim:*

To teach the value of food, clothing and shelter through the built-up picture.

*Plan:*

- (a) The last time you were in this room we talked about building a house and we learned that the wood with which to build this house came from the trees in the forests, the "woods."
- (b) How would the men get these trees?
- (c) What would they use to do this work? etc.

*Plan:*

- (a) Having led up to the hewn logs in the preparation of wood for building, show a model of a house.

- (b) Teach that before building a house a drawing should be made. The drawing is called a *plan*.

*Plan:*

- (a) Tell a story about house building that will have ethical value.
- (b) Pass cardboard, rulers, pencils.
- (c) Draw a simple plan for a house.  
NOTE: Stress the value of the straight line in this work, also the angle.
- (d) Measure the sides and ends.

*Plan:*

- (a) Pass the 'plan' of the house.
- (b) Pass rulers, scorers.  
NOTE: For scorers use the points of broken scissors.
- (c) Place ruler on line. Draw scorer along line and press hard.
- (d) Turn back and paste.
- (e) Place roof on after paste is dry enough to hold. Doors and windows to be drawn in or cut-outs used.

*Plan:*

- (a) Talk about the house as it is seen in the work done.
- (b) Is it a *complete* house?
- (c) What else is needed? A chimney?
- (d) Get suggestions from the pupils about making the chimney.
- (e) Pupils make chimney. Measure.

*Plan:*

- (a) The house is a *shelter* for what?
- (b) Do the horses and the other animals need *shelter*?
- (c) What do we call the *shelter* for the horses? Cows? Pigs, sheep, chickens, etc.?

*Plan:*

- (a) Make a plan of a barn and stable combined. Measure the parts.

*Plan:*

- (a) Pass the work done on the barn and stable and have pupils finish it according to individual desires.
- (b) Gather words. Enter words and pictures in booklet.

*Plan:*

- (a) Talk about the barn and stable being the shelter for the horses and cows.
- (b) Lead up to the shelter for the other animals and fowls.
- (c) Draw plan. Measurement emphasized.
- (d) Pupils use plan in their individual construction.

*Aim:*

To teach the value of finishing work already begun.

*Plan:*

- (a) Pass materials and tools.
- (b) Pupils work.
- (c) Leaders take charge. Teacher helps pupils.

*Aim:*

To teach the value of finishing work already begun.

*Plan:*

- (a) Pupils who have not finished with the work started, will continue with the work. Pupils who have finished will work with any of the other materials and tools they choose. Leaders have charge.

*Aim:*

To teach the value of finishing work already begun.

*Plan:*

- (a) Pupils finish work that was started. Others work with other materials and tools. Pupils work in pairs and groups.
- (b) Before the end of the period all finish.

*Aim:*

To teach the value of food, clothing and shelter through a story.

*Plan:*

- (a) *Tell* the story. (Of shelter—food).
- (b) Get content of story through conversation.
- (c) Gather words for vocabulary.

*Aim:*

To teach how to make a booklet.

*Plan:*

- (a) Recall the content of the story and the work the pupils have done.
- (b) Use this as a base for the introduction of the conversation form of a story. Make a booklet.
- (c) Pass materials for booklet. Pupils work on booklet.

*Aim:*

To teach the food source.

*Plan:*

- (a) Talk about the food the pupils eat. (Ask questions)
- (b) Talk about the preparation for eating. What foods can be eaten without cooking? What food needs to be cooked?
- (c) Make a list for booklet.

*Foods that can be eaten without cooking.*

Apples	Lettuce
Peaches	Cabbage
Cherries	Carrots
Pears	Turnips
Oranges	Potatoes
Lemons	Tomatoes
Strawberries	Sweet Corn
Raspberries (red) (black)	
Huckleberries	

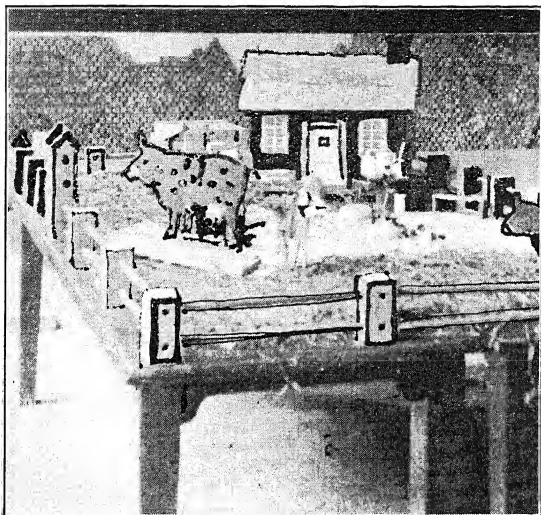
*Foods that are Cooked*

Spinach	Cabbage as Sauerkraut
Cauliflower	Carrots
Turnips	Potatoes
Meats	Fish
Oysters	Rolled Oats
Cornmeal	Oatmeal

*Aim:*

To teach the food source.





### TEACHING THE SOURCE OF MILK

The wall in the background was made of cubical blocks.



*Plan:*

- (a) Talk about where the foods come from. (Seeds, etc.)
- (b) Must the ground be prepared? How?
- (c) What is needed to prepared the ground?
- (d) Let us make a pattern for the tools.

Note: Show pictures of farms, workmen, etc., by displaying them. Allow pupils freedom to study them.

*Aim:*

To make the tools for gardening.

*Plan:*

- (a) Use patterns previously made.
- (b) Pass cardboard, rulers, pencils, scorers, or coping saws, pins used instead of nails.
- (c) Pupils work.

*Aim:*

To teach the value of food through a story.

*Plan:*

*Tell* the story. Gather words. Add in booklet.

*Aim:*

To teach the value of food, clothing and shelter through the *story*.

*Plan:*

- (a) Tell the story about how Man has secured food at different times; the Nomads, the shepherd, the Farmer.

- (b) Question pupils to insure their comprehension.
- (c) What is a story?
- (d) Why are stories written?
- (e) Would you like to have people read a story you have written?
- (f) Pass materials and tools for booklet.
- (g) Make booklet. Measure.

*Aim:*

To teach the value of food, clothing and shelter through the story and the built-up picture.

*Plan:*

- (a) Talk about the shelter for the animals and fowls.
- (b) Talk about different kinds of stories, i.e., the word story, the picture story. Tell story of the different forms of shelter used by Man at different times—caves, trees, tents, houses.

*Aim:*

To teach the value of finishing work already begun.

*Plan:*

- (a) Pass materials and tools for booklet.
- (b) Pupils write a story about the work they are going to do.

*Plan:*

Pupils get booklets and enter words or pictures, or both, which tell about How People Live.

*Plan:*

Pupils will prepare to finish the booklet and will complete it during the period.

*Aim:*

To teach the value of food, clothing and shelter through the story.

*Plan:*

- (a) Have books which tell stories about Food, Clothing, and Shelter, and Communication.
- (b) Pass books among pupils for them to read how a story is *made*.

*Aim:*

To teach the value of finishing work already begun.

*Plan:*

- (a) Recall the examinations of the books on the previous day.
- (b) Use this as a base for the introduction of a conversation form of story.
- (c) Pass individual booklets the pupils have made and let them try to improve their story.

*Aim:*

To teach the food *source*.

*Plan:*

- (a) Talk about the food we eat.
- (b) Talk about the preparation for eating: Tell of different ways food has been cooked at different times.
- (c) What foods can be eaten without cooking?
- (d) What foods need to be cooked?
- (e) Make a list for booklet. (Amplify previous list).

*Words*

visual	growth	chicken-coop	family	squirrel	hay
expression	fields	sheep-fold	father	chip-munks	straw
world	grass	barn	mother	birds	cats
knowledge	trees	cowshed	children	crows	buckwheat
nature	plants	out-houses	boys	owls	corn
comfort	bushes	pump	sons	bats	cabbage
comforts	earth	cistern	brothers	crickets	tomatoes
source	hard	springwater	daughters	katydid	carrots
shelter	loose	spring	sisters	caterpillars	spinach
food	moist	rivulet	dog	butterflies	lettuce
pupils	dry	brook	cat	bees	celery
learn	road	river	cow	hornet	potatoes
learned	fence	bank	horse	humming-bird	berries
learning	fences	hill	pony	snakefeeders	mint
values	lane	cave	sheep	snakes	grapes
necessity	highway	stones	pigs	bugs	apples
implements	home	path	guinea-pig	frogs	peaches
procuring	house	tall	peeps	toads	pears
creating	barn	short	chickens	locust	quinces
activities	pigsty	broad	hen	rats	plums
building	rabbit	narrow	guinea-hen	mice	cherries
cock	duck	goose	turkey		

*Summary of Month's Work*

1. Visual expression of part of the world of which we are a part.
2. Knowledge of Nature.
3. What Nature gives to us for our comfort.
4. The source of our food, our clothing, our shelter, is Nature.
5. Pupils learned of *food* and food values.
6. Pupils learned of *clothing* and its values.
7. Pupils learned of *shelter* and its values.
8. Pupils learned the necessity for implements and tools in procuring these comforts.
9. Pupils learned of the necessity for warm sun and rain for
  - (a) bodily comfort,
  - (b) growth of foods,
  - (c) growths for clothing,
  - (d) growths for shelter.

NOTE: It is helpful to ask the pupils to trace to its source the food they ate for breakfast, the clothes they are wearing, the materials of the house, and its furnishing, where they live.

The temptation may arise to add a few touches to the pupil's work to improve it. Unless this is done to teach how to produce the desired result, the practice is not sound.











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